

EDUCATION QUALITY MANAGEMENT IN IMPROVING USER SERVICES AT MADRASAH IBTIDAIYYAH MIFTAHUL JANNAH SEKAMPUNG, EAST LAMPUNG, LAMPUNG

Tukiran

Institut Teknologi Sumatera (ITERA), Lampung, Indonesia
tukiran@sll.itera.ac.id

Abstrak: Mutu Pendidikan dapat di lihat dari manajemen di setiap lembaga atau instansi, khususnya di sekolah atau madrasah. Berangkat dari bagaimana mutu pendidikan di suatu sekolah atau madrasah yang dilihat dari pelayan pengguna yang kedepannya dapat meningkatkan mutu pendidikan. Penelitian ini termasuk dalam penelitiann kualitatif lapangan. Teknik pengumpulan data yang digunakan yaitu: metode wawancara, metode observasi dan Metode dokumentasi. Teknik analisa data yang digunakan adalah analisis kualitatif. Proses analisa data kualitatif menurut Mathew B. Miles dan A. Michael Huberman (dalam Masri Singarimbun dan Sofian Efendi), melalui proses yaitu reduksi data , Display (penyajian data) dan verifikasi. Hasil penelitian menunjukkan bahwa madrasah ibtidaiyyah miftahul jannah memiliki mutu pendidikan yang baik yang dapat dilihat dalam menejemen sekolah dalam meningkatkan mutu pengguna yang terdiri dari empat aspek diantaranya; 1) Aspek Bukti Fisik (tangibles), 2) Aspek Rasa Empati (empathy), 3) Aspek Kehandalan (reliability), dan Aspek Daya Tanggap (responsiveness).

Kata kunci: Mutu Pendidikan, Manajemen, Peningkatan Layanan Pengguna, Madrasah Ibtidaiyyah

Abstract: The quality of education can be seen from the management in every institution or institution, especially in schools or madrasas. Departing from how the quality of education in a school or madrasa seen from the service users who in the future can improve the quality of education. This research is included in the field qualitative research. Data collection techniques used are: interview method, observation method and documentation method. The data analysis technique used is qualitative analysis. The process of qualitative data analysis according to Mathew B. Miles and A. Michael Huberman, through the process of data reduction, display (presentation of data) and verification. The results showed that madrasah ibtidaiyyah miftahul jannah had a good quality of education which could be seen in school management in improving the quality of users which consisted of four aspects including; 1) Aspects of Physical Evidence (tangibles), 2) Aspects of Empathy, 3) Aspects of Reliability, and 4) Aspects of Responsiveness.

Keywords: Education Quality, Management, Improving User Services, Madrasah Ibtidaiyyah

Introduction

Management is defined as "the process of getting the job done" (Kae H. Chung dan Leon C. Magginson, 2001), which thus can mean that the process of managing a job so that it is carried out as expected may also be applied individually. The definition which states that management is "the hearts of getting done through people (the art of getting things done through other people), means that efforts to complete work can only be called management if they include other people. Another definition states "management as the process of coordinating work activities so that they are completed efficiently and effectively with and through other people. (Stephen P. Robbins dan Timothy A. Judge, 2005)

One of the important things in advancing educational institutions is by making improvements to their education management. Educational management is the process of planning, organizing, leading, controlling education personnel, educational resources, to achieve educational goals. (Abudi Nata, 2003)

The development of the world of education today has brought the actors of the world of education, especially in Madrasah Ibtidaiyyah colleges into very tight competition, Madrasah Ibtidaiyyah as an institution providing formal education is one of the important service industries, because it does not only provide educational services but also has to try to meet expectations. parents or communities who send their children to school with the aim of developing their potential so that they can compete in gaining knowledge. Therefore, managers of

educational institutions must continue to strive so that the quality of educational services they manage is as expected by the community.

In the preamble to the 1945 Constitution of the Republic of Indonesia, it is stated that one of the goals of the Republic of Indonesia is to educate the life of the nation and for that every Indonesian citizen has the right to receive quality education in accordance with his interests and talents regardless of social status (Suryadi, 2009) One of the policies in improving the quality of Indonesia's human resources is through improving the quality of education. Equity and quality of education will make Indonesian citizens have special skills (Life Skills) so that they have the ability to recognize and overcome problems of themselves and their environment, encourage the establishment of a civil and modern society imbued with religious values and state ideology.

In the field of education, Indonesia currently faces at least three serious problems. First, the moral crisis that is so terrible in society. Second, the learning system is not so adequate in schools. Third, the quality of education is still low, especially at the elementary and secondary levels. (Sindhunata (Ed), 2000)

However, the government and various groups have been and are continuously trying to improve the quality of education, among others through the development and improvement of the curriculum and evaluation system, improvement of educational infrastructure, development and procurement of books and learning tools, training and improvement of the quality of teachers and other education personnel, and improvement of school management. Although these things have been done, they have not been able to show significant quality improvements, especially schools in rural or underdeveloped areas. We must admit that the quality of education in our country is still low. The quality of our education is still below the average of other developing countries.

The results of the 1997-2007 World Competitiveness Year Book survey showed that of the 47 countries surveyed, in 1997 Indonesia was ranked 39th, in 1999, it was 46th. In 2002, out of 49 countries surveyed, Indonesia was ranked 47th, and in 2007 out of 55 countries surveyed, Indonesia was in the 53rd position. According to a global monitoring report issued by the United Nations agency, UNESCO, in 2005 Indonesia's position was ranked 10th out of 14 developing countries in the Asia Pacific. In addition, according to a report by the United Nations Development Program (UNDP), the quality of Indonesian human resources ranks 109 out of 177 countries in the world. Meanwhile, according to The Political and Economic Risk Consultancy (PERC), which is a consulting agency from Hong Kong, the quality of education in Indonesia is very low. Among the 12 Asian countries studied, Indonesia is one level below Vietnam. (Nasanius, Y, <http://www.suarapembaharuan.com>, 2022)

Quality is a dynamic condition that affects products, services, people, processes and the environment that meet or exceed expectations. (Tjiptono, F, 2003). While the definition of service is any action or activity that can be offered by one party to another party. (Kotler, P, 2002) Service is the behavior of producers in order to meet the needs and desires of consumers in order to achieve satisfaction for the consumers themselves. Such behavior can occur during, before and after the transaction. From this understanding the quality of service can be interpreted as an action to fulfill the needs and desires of consumers and the accuracy of delivering something that consumers want.

There are at least three factors that cause the quality of education to not increase evenly. These factors are: First, national education policies and implementations that still use the education production function or input-output analysis approach are less than optimal, because so far in applying the approach it is not enough. pay attention to the educational process. Many people assume that schools with good inputs will produce good outputs. In fact, the educational process will determine the output of education.

Second, the implementation of national education is carried out in a bureaucratic-centralistic manner so that placing schools as education providers is very dependent on central bureaucratic decisions, which sometimes are not in accordance with local school conditions. Schools lose independence, flexibility, motivation, creativity/initiative to advance and develop their institutions, including improving school quality.

Third, the lack of participation of school residents (teachers) and community members (parents of students) in providing education today. Teacher participation in decision-making is often ignored, even though whether or not changes occur in schools is highly dependent on teachers. Community participation today is generally still limited to financial support, while other supports in the form of morals, thoughts, goods and services are not given much attention. School accountability to the community is also weak, especially to account for the results of the implementation of education to the community (parents) as stakeholders. (Departemen Pendidikan Nasional)

To create a quality educational institution as expected by many people or the community is not only the responsibility of the school, but is the responsibility of all parties including parents and the business world as internal and external customers of an educational institution. Arcaro S. Jerome in Ary Bogdan, RC and Bihlen, said that there are five characteristics of a quality school, namely: 1) Focus on customers. 2) total engagement. 3) measurement. 4) commitment. 5) continuous improvement. (Ary bogdan, RC And Bihlen, 1982)

In the general framework, quality implies the degree (level) of superiority of a product (work/effort) in the form of goods or services; both tangible and intangible. In the context of education the notion of quality, in this case

refers to the educational process and educational outcomes. In a quality "educational process" various inputs are involved, such as; teaching materials (cognitive, affective, or psychomotor), methodology (varies according to the ability of teachers), school facilities, administrative support and infrastructure and other resources as well as creating a conducive atmosphere. School management, class support functions to synchronize these various inputs or synergize all components in teaching and learning interactions (processes) both between teachers, students and supporting facilities in the classroom and outside the classroom; both curricular and extra-curricular contexts, both in the scope of academic and non-academic substances in an atmosphere that supports the learning process.

Quality in the context of "educational outcomes" refers to the achievements achieved by schools at any given time. Achievements achieved or educational outcomes (student achievement) can be in the form of academic ability test results. It can also be achievements in other fields such as achievements in a sport, art or certain additional skills, for example: computers, various types of techniques, services. Even school achievements can be in the form of conditions that cannot be held (intangible) such as an atmosphere of discipline, intimacy, mutual respect, cleanliness, and so on.

School organizations as institutions that provide educational and learning processes and are provided to the community, need good and quality services if they want their institutions to be of interest to the public. Because without good service, especially from the results of the educational process, the community will not pay attention to the institution/school.

Thus, educational institutions/schools must be able to provide service satisfaction to the community with various service activities they have. Usman stated that the quality in the field of education includes the quality of inputs, processes, outputs, and outcomes. Educational inputs are declared qualified if they are able to create a PAKEMB atmosphere (Active, Creative, Fun, and Meaningful Learning). The output is declared qualified if the student's academic and non-academic learning outcomes are high. Outcomes are declared qualified if graduates are quickly absorbed in the world of work, salaries are reasonable, all parties recognize the greatness of graduates and are satisfied. (Usman Nasir, 1998)

Educational input is everything that must be available because it is needed for the process to take place. Everything that is meant includes resources and software as well as expectations as a guide for the ongoing process. Input resources include human resources (principals, teachers-including BP-teacher, employees, students) and the rest (equipment, equipment, money, materials,). software input includes the school's organizational structure, legislation, job descriptions, plans, programs, and so on. Input expectations in the form of vision, mission, goals, and targets to be achieved by the school. Readiness of input is needed so that the process can take place properly. therefore the high and low quality of the input can be measured from the level of readiness of the input. The higher the level of readiness of the input, the higher the quality of the input. (Rohiat, 2009).

As an effort to realize better educational services, every institution or educational institution that has received a good reputation assessment from the community is expected to maintain this credibility through continuous efforts to maintain the quality performance of educational services.

Method

The type of research used is field research, which is carried out in the real life scene (Karsono, 1996). This research is a qualitative research. Methodologically, it is known that qualitative research is rooted in a natural background as a whole, relies on humans as research tools, utilizes qualitative data analytical methods inductively, directs research objectives to efforts to find theories, prioritizes processes rather than results, selects a set of criteria to write data validity. , the research design is temporary and the research results are agreed upon by the research subjects (Moleong, 2002).

The data collection techniques used are: interview method, observation method and documentation method (Sugiyono, 2013). The data analysis technique used is qualitative analysis. The process of analyzing qualitative data according to Mathew B. Miles and A. Michael Huberman (in Masri Singarimbun and Sofian Efendi), through the process of data reduction, display (presenting data) and verification (drawing conclusions) (Masri Singarimbun, 1989).

Findings and Discussion

The concept of quality education is the focus of assessment that reflects consumer perceptions of the five physical dimensions and service performance. There are five dimensions used to measure service quality, namely:

1. Tangibles, relating to the physical appearance of service facilities, equipment/equipment, human resources, and agency communication materials.
2. Empathy, means that the institution understands the problems of its customers and acts in the interests of customers, and gives personal attention to customers and has comfortable operating hours.

3. Reliability, related to the ability of the institution to deliver the promised service accurately from the first time.
4. Responsiveness, with regard to the willingness and ability of service providers to help customers and respond to their requests immediately.
5. Assurance, relating to the knowledge and courtesy of employees as well as their ability to foster confidence and customer confidence. (Fandy Tjiptono & Gregorius Chandra, 2012)

In The International Encyclopedia of Education it is stated: In the narrow sense, Educational quality equated with school outcomes, various school inputs, are examined to determine the effect on student achievement" (Edwar Sallis, 2010) "... Quality in education is an evaluation of the process of educating which enhances the need to achieve and at the same time meets the accountability standards set by the client who pays for the process or outputs from the process of educating" (Charles Hoy, dkk, 2011) In general, quality is the overall description and characteristics of goods or services that indicate their ability to satisfy the expected or implied needs. In the context of education, the notion of quality includes educational inputs, processes, and outputs.

Educational input is everything that must be available because it is needed for the process to take place. Something that is meant in the form of resources and software as well as expectations as a guide for the ongoing process. Input resources include human resources and the rest of the resources Software input includes the organizational structure of the madrasa, laws and regulations, job descriptions, plans, programs, etc. Input expectations in the form of vision, mission, goals, and targets to be achieved by the madrasa. Readiness of input is needed so that the process can take place properly. Therefore, the level of input readiness can be measured by the level of readiness of the inputs. The higher the level of readiness of the inputs, the higher the quality of the inputs.

The educational process is the changing of something into something else. Something that affects the ongoing process is called input, while something that results from the process is called output. In micro-scale education (madrasah level), the process in question is the decision-making process, institutional management process, program management process, teaching and learning process, and monitoring and evaluation process, with a note that the teaching and learning process has the highest level of importance compared to other processes. other.

The process is said to be of high quality if the coordination and harmonization and integration of madrasa inputs are carried out in harmony, so as to be able to create a pleasant learning situation (enjoyable learning), able to encourage motivation and interest in learning, and truly able to empower students. The word empower means that students do not just master the knowledge taught by the teacher, but that knowledge has also become a charge of the conscience of students, internalized, practiced in everyday life, and more importantly, these students are able to learn continuously.

The output of education is the school's performance. School performance is the school's achievement resulting from the school's process/behavior. School performance can be measured by its quality, effectiveness, productivity, efficiency, innovation, quality of work life, and work morale. Specifically related to the quality of school output, it can be explained that school output is said to be of high quality/quality if school achievement, especially student learning achievement, shows high achievement in: "(1) academic achievement, in the form of general test scores, scientific works, academic competitions ; and (2) non-academic achievements, such as IMTAQ, honesty, decency, sports, arts, vocational skills, and other extracurricular activities. The quality of madrasas is influenced by many stages of interrelated activities (processes) such as planning, implementation, and supervision. (Artikel Pendidikan, www.dikdasmen.depdiknas.go.id)

Between the process and the results of quality education are interconnected. However, so that a good process is not misguided, the quality in terms of results (output) must be formulated in advance by the school, and the targets to be achieved must be clear for each year or other time period. Various inputs and processes must always refer to the quality-results (outputs) to be achieved. In other words, the responsibility of schools in school-based quality improvement is not only on the process, but the final responsibility is on the results achieved.

According to Crosby, quality is conformance to requirements, that is, according to what is required or standardized. A product has quality if it is in accordance with predetermined standards, these quality standards include raw materials, production processes, and finished products. .

Quality is conformity to market or consumer needs. Quality is a dynamic condition related to products, workforce, processes and tasks and the environment that meet or exceed customer expectations. With these quality changes, it is necessary to increase or change the skills of the workforce, production processes and tasks, as well as changes to the company's environment so that products can meet and exceed consumer expectations.

In Zamroni's view it is said that improving the quality of schools is a systematic process that continuously improves the quality of the teaching and learning process and the factors related to it, with the aim that the school's targets can be achieved more effectively and efficiently. (Zamroni, 2007)

1. Quality of Education Services Aspects of Physical Evidence (tangibles) at Madrasah Ibtidaiyyah Miftahul Jannah Sekampung, East Lampung

Madrasah Ibtidaiyyah Miftahul Jannah Sekampung, East Lampung in providing services must present services in the form of physical evidence or tangibles properly as expected by parents of students. The forms of service quality provision in the form of physical evidence provided by Madrasah Ibtidaiyyah Miftahul Jannah Sekampung, East Lampung, are operationally reflected in the completeness of student facilities, cleanliness and comfort of the environment, completeness of equipment in the teaching and learning process, and neatness of building arrangement.

This shows that there is adequate service quality in improving service quality. As it is understood that service quality is a form of actual physical actualization that can be seen or used by employees in accordance with their use and utilization which can be felt to help services received by people who want services, so they are satisfied with the perceived service, which at the same time shows work performance for the provision of services. services provided.

This is in accordance with the identification of the quality of physical services (tangible) which can be reflected in the application of the work environment in the form of: 1) Ability to demonstrate service performance in using work tools and equipment efficiently and effectively. 2) Ability to demonstrate mastery of technology in various data access and work automation inventories in accordance with the dynamics and developments of the world of work they face. 3) Ability to show self-integrity in accordance with appearance that shows skills, authority and work dedication. (Margaretha 2003)

The form of physical services intended in educational institutions is usually in the form of how to maximize conditions, facilities, capabilities, and other devices so that they can produce a form of reciprocity that is well felt by both companies and consumers because people who see the services shown by the company can be assessed directly how the company's performance and ultimately get feedback directly by consumers.

This is in accordance with the word of Allah SWT in the letter An Nissa 'verse 86 "

وَإِذَا حُيِّبْتُمْ إِلَىٰ شَيْءٍ فَاجْتَنِبُوا أَحْسَنَ مِنْهَا أَوْ رُدُّوهَا إِنَّ اللَّهَ كَانَ عَلَىٰ كُلِّ شَيْءٍ حَسِيبًا

Meaning: *If you are honored with something of respect, then repay that honor with something better than it, or repay that honor (with something similar). Verily, Allah takes all things into account.*

From the verse above, it can be seen that Allah teaches us to keep the trust that someone has given us. Trust is important in social relationships, with trust between one another, especially in a relationship between employees and customers, it will increase confidence and comfort in conducting transactions. Thus, even though the work of employees in providing the best service is not directly supervised by their superiors, employees still work as well as possible to meet the expectations of their customers and maintain their trust.

When providing services to customers, the attitude of service and humility inherent in an employee with good communication skills is an effort to win the hearts of customers by paying attention, communicating politely, friendly and smiling so as to make customers happy. Then besides that, good communication will make it easier for employees to explain information to employees.

2. Quality of Education Services Aspects of Empathy at Madrasah Ibtidaiyyah Miftahul Jannah Sekampung, East Lampung

Operationally, the management of Madrasah Ibtidaiyyah Miftahul Jannah Sekampung, East Lampung has so far developed an empathy aimed at making it easy to meet teachers both at school and at home, understanding and understanding the teacher towards student needs such as tutoring and personal attention, attention teachers to students, good and friendly communication from teachers and employees in serving.

Empathy in providing services to students is shown by the data that the quality based on empathy is in line with the expectations of parents. Empathy in the quality dimension needs to be improved again in increasing satisfaction. In relation to consumer satisfaction, empathy is very influential on the satisfaction of parents with the services provided. Empathy in service quality is an aspect of seriousness, coaching, counseling and providing an image of the service marketing development pattern that must be met in order to have an impact on customer satisfaction.

In general, all satisfaction indicators are considered satisfactory and good. This shows that between students and officers there has been a good communication relationship and understanding of needs. Service (service) when the service provider provides services to its customers (customers) will cause a response (feedback). The response can be in the form of the recipient's reaction to the message that is sent and raises the overall knowledge, attitude, and behavior of the recipient.

Likewise with services, if the company as a source (communicator) provides services both through

messages and actions to service users (communicants/recipients) it will eventually bring up more feedback (responses) to the source (communicator). Good service definitely produces positive feedback, and vice versa. For this reason, it is necessary to have a higher officer commitment to the suitability of the promise with the services provided.

Every service activity or activity requires an understanding and understanding in the shared assumptions or interests of a matter related to the service. The service will run smoothly and with quality if every party with an interest in the service has a sense of empathy (empathy) in completing or managing or has the same commitment to the service.

Empathy in a service is the presence of a concern, seriousness, sympathy, understanding and involvement of parties with an interest in the service to develop and carry out service activities according to the level of understanding and understanding of each party. The party providing the service must have empathy to understand the problem of the party who wants to be served. The party being served should understand the limitations and abilities of the person serving, so that the integration between the party serving and receiving the service has the same feeling.

Every form of service provided to the people being served requires empathy for the various problems faced by people who need services. Parties who want services need a sense of concern for all forms of service management, by feeling and understanding the need for fast service demands, understanding various forms of service changes that cause complaints from the form of services that must be avoided, so that the service runs according to the desired activity. by the service provider and who require the service.

It means that empathy in a work organization becomes very important in providing a quality service according to the work performance shown by an employee. Empathy has a core, namely being able to understand the people being served with full attention, seriousness, sympathy, understanding and involvement in various problems faced by the people being served. A form of service quality from the empathy of service providers to those who receive services must be realized in five things, namely:

- 1) Able to pay attention to the various forms of services provided, so that those served feel important.
- 2) Able to give seriousness to the work activities of the services provided, so that those served have the impression that the service provider responds to the desired service.
- 3) Able to show sympathy for the services provided, so that those served feel they have authority over the services provided.
- 4) Able to show a deep understanding of the various things expressed, so that those served are relieved in the face of perceived forms of service.
- 5) Able to show involvement in providing services for various things that are done, so that those who are served will be helped to face various forms of service difficulties.

In accordance with the results of the study, the form of empathy given by the Madrasah Ibtidaiyyah Miftahul Jannah Sekampung, East Lampung is the school's concern for its students. As stated in the research findings, students who have deficiencies in absorbing subject matter so that they lag behind their classmates are required to take additional lessons at school after study hours are over. In addition, the teacher also pays attention to students who have learning discipline problems.

In addition to paying attention to the problems experienced by students, the Madrasah Ibtidaiyyah Miftahul Jannah Sekampung, East Lampung also tries to pay attention to the limitations of parents in receiving information. The school invites guardians of students if there is information that must be submitted regarding scholarship assistance for underprivileged students, for outstanding students and others.

3. Quality of Educational Services Aspects of Reliability at Madrasah Ibtidaiyyah Miftahul Jannah Sekampung, East Lampung

The reliability dimension in the Service Quality indicator is important and vital for companies in showing their performance because reliability is a form of hallmark or characteristic of employees who have high work performance. Many companies are competing to improve the reliability dimension in their performance.

The reliability in question can include how the quality of employee performance, reliability in using their skills when serving consumers, and so on. Similarly, when Zoeldhan said that reliability is a form of hallmark or characteristic of employees who have high work performance. Reliability in service delivery can be seen from the reliability of providing services in accordance with the level of knowledge possessed, reliability in skillfully mastering the field of work applied according to the skills they have, reliability in mastering the field of work according to the demonstrated work experience and reliability using existing work technology. (Zoeldhan Raden, 2017)

As for the aspects of reliability given to students, including the professionalism of teachers in evaluating the learning process such as grades and returning the results of answer sheets, timeliness in work discipline, teacher readiness in the learning process and other supporting factors that can provide maximum service in relation to accuracy and reliability. in learning activities.

This is in accordance with the reliability of an individual organization in providing services that are very necessary to deal with the dynamics of work that continues to roll demanding high service quality according to the individual reliability of employees and can be seen from: 1) Reliability in providing services that are in accordance with the level of knowledge that is in accordance with job description. 2) Reliability in providing skilled services that are in accordance with the level of work skills they have in carrying out efficient and effective service activities. 3) Reliability in providing services that are in accordance with their work experience, so that mastery of job descriptions can be done quickly, precisely, easily and with quality according to their experience. 4) Reliability in applying mastery of technology to obtain accurate and satisfactory services according to the output results of the use of technology shown. The essence of reliability or reliability based on the description of the theory above is a form of service quality from reliability in an organization that can be shown by the reliability of service providers in accordance with the characteristics of the employee, in accordance with the existence of the organization so that it affects the form of service quality of the company. (Usman Sunyoto, 2004)

The attitude of the reliability of educational services provided by the teacher to students is reflected in the teaching and learning process which is carried out with full professionalism. Teacher professionalism can mean a professional teacher, namely a teacher who is able to plan teaching and learning programs, implement and lead the teaching and learning process, assess the progress of the teaching and learning process and utilize the results of the assessment of teaching and learning progress and other information in improving the teaching and learning process.

Rasulullah shalallohu 'alayhi wa salalm said in a hadith narrated by Imam Thabrani.

إِنَّ اللَّهَ يُحِبُّ إِذَا عَمِلَ أَحَدُكُمْ الْعَمَلَ أَنْ يُثِقْتَهُ

Meaning: "Indeed, Allah really loves people who when doing a job, it is done in Itqan (precise, directed, clear and complete)." (HR. Tabrani) (Al-Thabrani, 2005)

Indeed, Allah loves people who when doing a job is done "precisely, directed and complete". A job if done regularly and directed, then the results will also be good. This is the reason why the job must be done by the right person. On the other hand, if a job is handed over to someone who is not an expert, it will have a bad impact not only on the perpetrator but also on the environment. In accordance with the principle of public service, namely clear and whole-hearted service in accordance with Kmenpan No. 63 of 2003, that authorized officers are responsible for providing services and resolving complaints and problems in the implementation of public services.

4. Quality of Educational Services Aspects of Responsiveness, at Madrasah Ibtidaiyyah Miftahul Jannah Sekampung, East Lampung

Students of Madrasah Ibtidaiyyah Miftahul Jannah Sekampung, East Lampung certainly expect responsiveness to the quality of services provided. The responsiveness shown to students and the community can be seen in, among others, the responsiveness and speed of response from teachers and employees to student problems, the readiness and willingness of teachers and employees to help students in need, the willingness of teachers and employees to listen to suggestions and complaints from students such as providing suggestion box, clarity of delivery information.

The responsiveness shown in the academic services of Madrasah Ibtidaiyyah Miftahul Jannah Sekampung, East Lampung shows that the level of responsiveness at Madrasah Ibtidaiyyah Miftahul Jannah Sekampung, East Lampung is very good, where the principal stated that the responsiveness in providing services was very appropriate and the quality of service in this field was necessary. maintained and further improved.

The responsiveness of education services at Madrasah Ibtidaiyyah Miftahul Jannah Sekampung, East Lampung is applied in responding to every input, criticism and suggestions given by the student's guardian. Service accuracy and time efficiency in providing information services needed by parents and the surrounding community.

In relation to customer satisfaction, responsiveness is very important in influencing the level of customer satisfaction. A service marketing involves a lot of responsiveness in providing a satisfactory service for consumers. The concrete form of responsiveness that can be shown by service providers to consumers is the

occurrence of reciprocal responses in order to give each other positive feedback for the process of providing the main quality of service between the Madrasah Ibtidaiyyah Miftahul Jannah Sekampung, East Lampung and students.

An organization is very aware of the importance of service quality responsiveness to the services provided. Everyone who gets services really needs an explanation of the services provided so that the services are clear and understandable. To realize and realize this, the quality of responsiveness services has an important role in fulfilling various explanations in service activities to the community. If the responsiveness service is well provided with thoughtful explanations, detailed explanations, constructive explanations, directive and persuasive explanations, if this is clearly understood by the individual receiving the service, then the responsiveness service is immediately considered successful, and This is a form of successful work performance. Responsiveness service quality is a form of service in providing explanations, so that people who are given responsive services and respond to services received, so that the elements of responsiveness service quality are needed as follows:

- a. Provide a wise explanation in accordance with the forms of services it faces. This wise explanation leads individuals who receive services to be able to understand and agree to all forms of services received.
- b. Provide a detailed explanation in the form of a substantive explanation of the service problems encountered, which are clear, transparent, concise and accountable.
- c. Provide guidance on forms of services that are considered still lacking or not in accordance with the terms or service procedures shown.
- d. Directing every form of service from the individual served to prepare, implement and follow various service provisions that must be met.
- e. Persuade the person being served when facing a problem that is considered contradictory, contradictory or not in accordance with the applicable procedures and provisions.

The descriptions of the findings above become an interpretation that is widely developed in a work organization that provides quality services in accordance with the responsiveness of the various services shown. The essence of responsiveness services in an organization in the form of providing various explanations wisely, in detail, fostering, directing and persuading. If this can be implemented properly, by itself the quality of responsiveness services will be a reflection of the employee's work performance shown in their services.

Conclusion

To create a quality educational institution as expected by many people or the community is not only the responsibility of the school, but is the responsibility of all parties including parents and the business world as internal and external customers of an educational institution. Thus, educational institutions/schools must be able to provide service satisfaction to the community with various service activities they have. Usman stated that the quality in the field of education includes the quality of inputs, processes, outputs, and outcomes. As an effort to realize better education services, every institution or educational institution that has received a good reputation assessment from the community is expected to maintain this credibility through continuous efforts to maintain the performance of the quality of education services. As is the case with madrasah ibtidaiyyah miftahul janah which has good quality education which can be seen in school management in improving the quality of users which consists of four aspects including; 1) Aspects of Physical Evidence (tangibles), 2) Aspects of Empathy (empathy), 3) Aspects of Reliability (reliability), and Aspects of Responsiveness (responsiveness). With quality management carried out which refers to the level of satisfaction of user services, it will make a quality institution due to a positive response from the community and related parties.

Reference

- Abdul Hadis dan Nurhayati, *Manajemen Mutu Pendidikan*, Bandung: Penerbit Alfabeta, 2010
- Abudi Nata, *Manajemen Pendidikan*, Jakarta Timur, Prenada Setia, 2003
- Al-Thabrani, *Mu'jam al-Kabir, juz 6, Mauqi'u al-Islam* Dalam Software Maktabah Syamilah, 2005.
- Artikel Pendidikan, *Konsep Dasar MPMBM*, <http://www.dikdasmen.depdiknas.go.id>
- Ary bogdan, RC And Bihlen, *Qualitative Research For Education An Introduction to Theory and Methods*, London: Allyn and Bacon, Inc, 1982
- Charles Hoy, dkk., *Improving Quality in Education*, London: Kogan Page, 2000
- Departemen Pendidikan Nasional. *Informasi tentang Bantuan Operasional Manajemen Mutu (BOMM) untuk Sekolah Menengah Umum*. Jakarta: Direktorat Pendidikan Menengah Umum. 2002
- Edwar Sallis, *Total Quality Management in Education*, Yogyakarta: Irlisod, 2010), cet.IX
- Fandy Tjiptono & Gregorius Chandra. *Service, Quality & Satisfaction*, Yogyakarta: Andi, 2012
- Kae H. Chung dan Leon C. Magginson, *Organizational Behavior : Developing Managerial Skills* New York : Harper and

Tukiran

Row Publisher, 2001

Kotler, P. *Marketing Management*. New Jersey: Prentice Hall Internasional, Inc.2002

Margaretha, *Measuring Costumer Satisfaction*, Jakarta : PT. Gramedia Pustaka Utama, 2003

Nasanius,Y. *Kemerosotan Pendidikan Kita, Guru dan Siswa yang berperan besar Bukan Kurikulum*, dalam <http://www.suarapembaharuan.com>

Rohiat, *Manajemen Sekolah Teori dan Praktek*, Bandung: Refika Adithama, 2009.

Sindhunata (Ed). *Menggagas Paradigma Baru Pendidikan Demokrasi, Otonomi, Civil Society, Globalisasi*. Yogyakarta: Kanisius, 2000

Stephen P. Robbins dan Timothy A. Judge, *Organizational Behavior, 12nd ed*. New Jersey : Pearson Education, 2005

Suryadi, *Manajemen Mutu Berbasis Sekolah Konsep dan Aplikasi*, Bandung: Sarana Panca Karya Nusa, 2009

Tjiptono, F., dan Diana, A. *Total Quality Management*. Yogyakarta: Andi. 2003

Usman Nasir, *Peningkatan Mutu Pendidikan Melalui Administrasi Pendidikan*, Kuala: Universitas Syiah, 1998

Usman Sunyoto. *Pembangunan dan Pemberdayaan Masyarakat*. Yogyakarta: Pustaka Pelajar. 2004

ValarieA. ZeithamI, Leonard L Berry, & A. Parasuraman, *The Behavioral Consequences of Service Quality* Journal of Marketing Vol. 60-April 1996

Zamroni, *Meningkatkan Mutu Sekolah*, Jakarta: PSAP Muhamadiyah, 2007