Quality of Education Services and Community Satisfaction with SDIT Using The Servqual Model

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Abstract-This research develops a model through measuring the quality of educational services towards the competitive excellence of SDIT (Integrated Islamic Primary Schools). This research aims to test the gap scores for each dimension of each SDIT, thus it can determine the right marketing strategy to satisfy and increase the interest of new students' parents who believe that their children will receive an education at an excellent Islamic Elementary School. The research was using a quantitative approach through respondent description, item validity and reliability, and ServQual model statistical tests. The population in the research was all people who believe in Integrated Islamic Primary School education in Klaten Regency. This research used a purposive sampling technique of 100 respondents. The attributes in the questionnaire were adapted from the ServQual concept which is suitable in the realm of educational research including tangibles, reliability, responsiveness, assurance and empathy. Quantitative tests include validity tests, item reliability and ServQual confirmation tests. The test results of validity and reliability were valid and reliable. The confirmation test score has a positive average value of 60.27 with the lowest positive value in the reliabilities dimension of 28.45, followed by tangibles 34.28, responsiveness 72.58 assurance 88.44 and empathy has the highest value of 127.60. Improvement efforts must continue to be made by the SDIT management with an emphasis on improving the value that still has the lowest positive dimension followed by the next positive value. Increasing the quality of SDIT's educational services by implementing the Total Quality Management concept optimally will lead to increased community satisfaction and strengthened SDIT's competitive performance in the future.

Keywords: Community satisfaction; SDIT; Service quality; ServQual

I. INTRODUCTION

Community observers of the world of education in Indonesia are currently experiencing concerns about the rise of teenage fight (a form of violence between school gangs) as one of the serious problems in Jakarta. This problem is very complex because it involves economic and demographic factors. The fight participants begin to grow from children, teenagers to housewives. The Regional People's Representative Assembly of Special Capital Region of Jakarta asks the Education Department of Special Capital Region to revoke the Jakarta Smart Card for students who are involved in fighting that resulted in casualties (Republika, 2024). The causes of fight are multifactorial, including cultural,

economic, social and demographic problems

that are never resolved. Other factors are unemployment, the high number of children dropping out of school and permissive parenting styles (Resti, Sardin, & Utami, 2023). This situation triggers young people to be unproductive and experience a crisis of self-confidence. Fights are a symbol of ego and the bad performance of troubled young people. There are indications that the fight was exploited by other groups, especially drug distributors. Holistic treatment is needed, namely mapping of fight-prone points by the police, complemented by interventions on economic, social, educational and other problems in order that the same pattern does not repeat itself. This intervention must involve academics and local communities to handle the program in a sustainable manner. The target is mainly young people, therefore the intervention activities for this problem are long-term.

This worrying incident adds to a long line of black problems in the national education system in Indonesia. The irony and various dark problems of the world of education in Indonesia arise inseparable from the influence of relations between objects and subjects that arise in the world of learning. This problematic relationship pattern stems from non-objectivity in the world of learning in Indonesia. (Damanik, 2019) research explained that the learning system in Indonesia is considered not objective. Several fundamental weaknesses in the national education system in Indonesia emerged, especially problems related to the education of children and adolescents. Weaknesses in the system include, among other things, problems of learning principles, problems of learning objectives, problems of teaching methods, problems of curriculum, the condition of students, learning evaluation, educators, school organization, learning facilities and infrastructure, educational financing (Damanik, 2019).

Efforts to increase the quality and number of excellent basic education units in Indonesia in the future are the main issue in laying the foundation for the development of young intellectuals towards the next stage of development (Marjukah, Nugroho, Haris, Jati, & Almasitoh, 2024). The concept of integrated Islamic elementary schools began to emerge in Indonesia in the early 1990s by trying to offer alternative solutions to the concerns of most people in Indonesia. This restlessness stems from a desire for revolutionary change in a new Islamic basic education institution in Indonesia that is committed to being able to implement Islamic religious values in the basic level learning system as a whole (Ismael & Iswantir, 2022). This excellent Islamic basic learning system, which is offered in its entirety, is an alternative solution in classroom practice, providing not only learning activities for elementary school age children in the public domain, but also Islamic religious education that can be put into practice in students' daily life processes at home and in the community. In the concept of integrated Islamic basic education, the theory that students gain in class is directly put into practice in activities outside of school, family and social activities in the community. The concept of integrated Islamic basic education is believed by some education observers to be able to build a quality basic education system. This concept is able to integrate various main components of learning so that it can play a role in improving the quality of basic education for elementary school age children (Ahmad, 2016). In the future, this concept is expected to be able to produce young learners who are competitive; have moral integrity, innovation, struggle power, ethics, a high sense of faith and piety; and are able to practice the results of learning in class in everyday life.

Increasing the quality and competitiveness of integrated Islamic elementary schools in Indonesia is expected to be able to build a complete Islamic educational institution that has competitive excellences. This research activity led to the formation of an excellent service quality model for each SDIT in Klaten Regency. Currently, the southern region of Central Java Province is emerging as a center for creative economic growth. The increasing economic growth makes it interesting to carry out evaluation research to measure the service quality of ServQual based SDIT basic education institutions as an effort to increase competitiveness. From the background of the problem above, the problem formulation is drawn: "Is it true that excellent Islamic basic education service products based on the SDIT concept

have succeeded in satisfying the people of Klaten?"

This research in general has the aim of developing a model of excellence in the quality of integrated basic education services/SDIT in Klaten City. This activity can be used as a strategic reference to achieve competitive excellence for leading Islamic basic education institutions in the future. Various benefits can be obtained from this research activity, for educational science learning through the ServQual model applied in the SDIT realm, empirical evidence can be provided on the importance of measuring service quality and community satisfaction with SDIT's educational services. At the methodological level, through the ServQual model test approach based on educational service quality, this research can provide output in the form of a complete gap test for each dimension through the main variables that influence service quality and performance.

(Muttaqin, 2023) explained the concept of implementing good and well-planned integrated Islamic primary school education management which leads to the important influence of consistently spreading Islamic moral values to all elements of teaching staff and students. The Islamic moral values taught to students in integrated Islamic elementary schools include all the values of good practice from the aspects of honesty in acting, financial transparency, kinship, being together, happy to help others, being able to develop oneself and maintaining respect for parents and others (Hidayat, Fatimah, & Rosidin, 2022). The success of implementing Islamic moral values as a whole in a basic educational institution depends on the individual being able to make the decision to continue to actively integrate religious moral values. The individual is able to accept the values to build character to make a quality Muslim who is 'kaffah' or in totality (Ahmad, 2016).

(Ahmad, 2016) research explained the concept of integration in the implementation of integrated Islamic elementary schools, explaining the integration of various aspects of implementing activities including curriculum integration, intelligence balance integration including Emotional Quotient, Spiritual Quotient, Social Quotient and Intelligence Quotient. It is also necessary to pay attention to the integration of the formation of students' maturity at primary school age, including the development of physical aspects, spiritual aspects and sensory aspects, integration of learning resources through various learning aids, media displays and materials. There is one of the most important elements of children's learning activities at primary school age, namely the integration of principles in educating children, balanced practice of virtues through understanding environmental factors, parents and schools, and there is an integration of various maaddah (learning materials) including qauliyah (verbalistic)) and kauniyah (empirical) aspects.

The competitive excellence of an educational institution can be formed in various ways. (Kotler & Fox, 1995) explained that in competition for service quality, an educational institution can use marketing assets to form a competitive excellence. Marketing assets that can be used to achieve competitive excellence include aspects of educational program quality, differentiation of similar educational programs from competitors, competitive program costs or prices, reputation of excellent educational institutions and well-qualified human resource management components of institutions.

Research examining public satisfaction with services by measuring the level of satisfaction and analyzing the emergence of gaps due to the difference between expectations and the reality of the services received has been carried out by (Parasuraman, Berry, & Zeithaml, 1998). Five basic dimensions of service quality were found that can be applied in the concept of integrated Islamic basic education, including: 1. Tangible, this dimension emphasizes the quality of visibly physical appearance, such as school buildings, learning facilities, learning technology, the appearance of teachers and education staff as indicators of the condition of the physical quality of elementary level learning, 2. Reliability, this dimension tests the school's ability to present the concept of an integrated Islamic elementary school capable of providing services reliably. Indicators can be researched such as the timeliness of services, the promise of

complete completion of the learning process, the completeness of curriculum learning and the implementation of programs promised in brochures and in new student admissions clauses, in reality whether they can be fulfilled, 3. Responsiveness, this dimension measures the desires and how quickly the school responds complaints from students and their parents. When students experience learning problems, is there any desire of the school, ustazah, educators to respond to solve problems quickly?, 4.Assurance, is the knowledge, guarantee and ability of the school to foster a sense of community trust in the school, 5.Emphaty, this dimension measures the sense of empathy given by the school to students, meaning that the school can feel if he were a student whose problem must now be dealt with.

The view of ServQual is based on a model called the Conceptual Model of Service Quality. Based on the findings on these five gaps, the fifth gap is considered the most important and is the key to eliminating gaps one to gap four. This model is relevant for use in educational learning models (Hidayat, 2020). The framework of the research model is outlined in Figure 1.
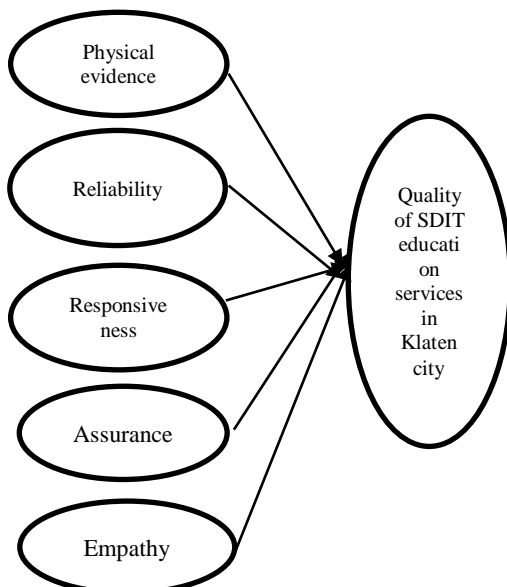

Figure 1. Research Model

II. METHODS
a. Framework

Based on the model framework outlined in Figure 1, we obtain a description of the quality of SDIT education services influenced by five ServQual independent variables including physical evidence, reliability, responsiveness, assurance and empathy. Operationalization of the model through questionnaire attributes for physical evidence variables including the excellence of learning technology, curriculum, educator appearance (Parasuraman et al., 1998). *Reliability* includes reliability in the learning process according to the wishes of students and parents and information (Parasuraman et al., 1998). *Assurance* includes excellence in student graduation timeliness, completeness of the student learning process (Parasuraman et al., 1998). *Responsiveness* includes excellence in handling student and parent complaints, excellence in information (Parasuraman et al., 1998). *Empathy* includes the excellence of the learning service system (Parasuraman et al., 1998).

b. Types and Methods of Data Collection

This research used primary data, namely data related to the variables studied. Data were collected through questionnaires obtained from sources who had knowledge of the topic under study. Apart from that, secondary data were also used in the form of library sources, notes, archives, journals and school documents.

c. Data collection technique

There were some techniques used in research, namely:
1. Interviews were conducted to obtain phenomena related to the general description of the school and the strategic planning that had been carried out.
2. Obtaining information regarding satisfaction with learning services, researchers distributed questionnaires to parents at four elementary schools in the Klaten district that had received school services related to learning through the integrated Islamic elementary school concept.
3. Literature study through journal searches was carried out to obtain the necessary supporting data.

d. Sampling Method

In this research, the survey method was used as the main research tool. Not all individuals in the population were studied due to time, cost and accessibility limitations in research activities. Population in this study were all parents of students who have received school services. Sample, the characteristics of the subjects used as the initial sample in the research were 30 respondents from parents of students at four excellent SDITs using purposive sampling. Next, data from 100 respondents were processed as a test of the overall model. Respondents accessed in this research were individual parents of students, considering that they had a good understanding in assessing the quality of services provided by schools and could feel satisfaction or dissatisfaction with the quality of school services based on the integrated Islamic elementary school concept.

e. Data Analysis

In this research, three analyzes were carried out in the form of quantitative data descriptions, item validity and reliability tests and ServQual model test including dimensions of responsiveness, tangibles, assurance, reliability and empathy with several modifications to improve question attributes according to needs for school objects related to the concept of an integrated Islamic elementary school.

f. Instrument validity test

The validity test was used to determine the extent to which the appropriateness and accuracy of the questionnaire attributes can carry out their function. A measuring instrument is said to be valid if it is capable of carrying out measurements with accurate measurement results. This test was carried out using the Pearson product moment method.

The reliability test was used to determine the extent to which the measuring instrument is able to carry out measurements consistently. It is said to be reliable if repeated measurements have the same results. Reliability can be measured by Cronbach's Alpha which reflects the internal consistency of a measuring instrument. According to (Hair, Black, Babin, & Anderson, 2019), in determining the reliability of a research instrument, the Cronbach's Alpha value of an object must be greater than 0.7.

g. Consumer Confirmation Rate Test

The test was carried out to measure the 5th gap via Weighted Average ServQual (Cronin, & Taylor, 2002):

$$I\ Kj = \sum (P\ ij - E\ ij)$$

I Kj : Student's parent confirmation index for   object j

Ikj<0 :Confirmation by parents of negative/dissatisfied students

I kjb≥ 0: Confirmation of the student's parents is positive/satisfied

P ij : *Performance* from attribute i on object j

E ij : *Expectation* from attribute i on object j.

III. RESULT AND DISCUSSION
Findings

In order that the research is optimally successful, an initial test was carried out in the form of a pre-survey and literature review. In the initial stages of activities, it is necessary to consult with related parties to obtain an idea of what attributes should be measured regarding the dimensions of educational service quality in the SDIT domain. From the pre-survey results, researchers obtained attributes which can then be categorized into 12 service quality dimensions: 3 dimension items are physical evidence, 3 items are the reliability dimension, 2 items are the responsiveness dimension, 2 items are the assurance dimension and 2 items are the empathy dimension. These five dimensions are then compiled into statements that are easy for parents to understand.

a. Respondent Characteristics

Respondent characteristics are used to see the profile of respondents in research. The characteristics of respondents in this study were classified into three general characteristics, namely the age of the

respondent, the income level of the respondent and the education level of the parents. The finding of research showed that the majority of respondents are aged 30 to 55 years. This can mean that the student's parent respondents are of productive age and are in a stable economic condition.

The categories of research respondents reviewed based on income are outlined it can be concluded that the majority of respondents' income is above 4 to 12 million per month. This means that consumers have middle to upper income groups and have the purchasing power to send their children to SDIT.

Based on the educational level of the students' parents, it can be concluded that the majority of parents are university graduates (diploma and undergraduate). This can be understood by students' parents who are a highly educated group of people who are aware of sending their children to quality schools/SDIT.

b. Model Test

The sincerity and seriousness of respondents in answering questions is the essence of the survey method because the validity of a research result is largely determined by the measuring instruments used in the data collection process. If the data obtained is invalid or inaccurate then the research results will not be able to describe the actual situation. Therefore, it is necessary to test validity and reliability.

Validity Test

A measurement scale is said to be valid if the scale is able to measure what it should measure. In calculating the validity of a questionnaire, a correlation technique was used which compared the score value with the table value. The results of the validity test on the items from this research activity found that all the question items were stated valid.

Reliability Test

The item reliability test is used to determine the extent to which the measurement can provide consistent results if the measurement is carried out again on the same subject. Based on the reliability test of the item test numbers from research activities,

it was found that all dimensions of the two factors were greater than the required Cronbach-alpha value of 0.8. This research concludes that both dimensions passed the test and were declared reliable and the instrument items can be used in the next test stage.

c. ServQual Analysis

In testing the level of community confirmation of the quality of SDIT learning services in this research, the Weighted Servqual formula was used (Cronin, & Taylor, 2002). This formula plays a role in quantitatively calculating the gap between the expected quality of service and the actual quality perceived by students' parents. From the research results, it was obtained that the confirmation value of students' parents regarding the quality of learning services for the four SDITs was a positive number of 60.27.

The maximum or minimum confirmation value with a total of 100 student parent respondents can be achieved:

Ikj max = 500
Ikj min = - 500

The maximum confirmation value that can be achieved by students' parents is assumed to be that parents have minimum expectations regarding the quality of services they will receive and parents feel the maximum actual performance regarding the quality of services received from the SDIT management. From quantitative calculations, the parent confirmation value regarding the quality of service from the SDIT management has an interval of 250. This number is divided into 4 confirmation level scales: very dissatisfied, dissatisfied, satisfied and very satisfied, according to the preferences of the students' parents so that it was obtained a range of 125 points.

Figure 2 showed parents' confirmation of the service quality confirmation of four SDITs in Klaten City in an interval:
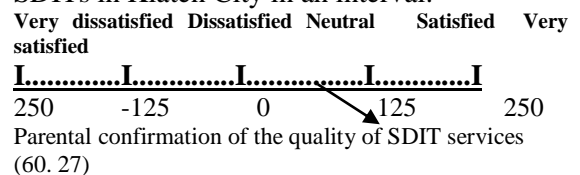

Figure 2. Confirmation by students' parents

regarding the quality of SDIT services

Figure 2 showed that the confirmation score of students' parents based on the quality of learning services at four SDITs is positive 60.27 in the interval of 0 to 125 in the satisfied category. The minimum standard that must be achieved to obtain a level of satisfaction with learning services is if the confirmation value reaches a value equal to 0 or more (confirmation $\geq$ 0). The results of this confirmation test concludes that satisfaction with the quality of learning services for students' parents from the quality performance of the four SDITs has been achieved.

After obtaining a thorough confirmation test, the gaps in each dimension of learning service quality including the dimensions of reliabilities, tangibles, responsiveness, assurance and empathy are outlined in table 1.

Table 1. Gaps per dimension

Dimension	Confirmation Rate
Reliabilities	28.45
Tangibles	54.28
Responsiveness	72.58
Assurance	88.44
Empathy	127,60

Source: 2023 primary data processed

From table 1, it is found that the reliabilities dimension data has the smallest positive gap value of 28.45, respectively followed by tangibles of 54.28, responsiveness of 72.58, assurance dimension of 88.44 and finally the empathy dimension has the highest satisfaction value of 127.60. The obstacle dimension is related to the test results of whether the school's ability to present learning concepts at SDIT is able to provide services reliably. The dimension that has the smallest positive value must be prioritized in improving service quality, then move on to prioritizing the next dimension. In other words, to increase community satisfaction, the school must prioritize the improvement of quality service dimensions that have the smallest positive value.

Service Quality and learning based on the

SDIT Concept

This research has the novelty of examining the quality of ServQual-based services with the object of observation being elementary schools in Klaten Regency which have the SDIT concept. Currently, this concept is the main issue related to contemporary, modern Islamic education learning and is starting to be attractive to people in the Klaten area. Klaten Regency is currently still dominated by rural areas. The ServQual-based service quality concept is relevant to be used to measure parental satisfaction with various integrated Islamic-based basic education learning services at both rural and urban levels (Bahri, 2018).

The increasing interest of parents in sending their children to SDIT and the ability to produce output in the form of competitive graduates who are able to obtain high average National Examination scores means that SDIT in Klaten is able to become an institution with excellent performance and increasingly in demand by the public in the future.

SDIT concept is an excellent Islamic learning concept that is the answer to collaboration between general education and religious education. This concept contains the "one for all" learning paradigm. Currently, the phenomenon of urban Muslims is starting to emerge, generally they have sufficient capital, are highly educated and have a moderate understanding of Islam. This phenomenon is proven from the primary data findings of respondents, parents of SDIT students who generally live in rural areas. The standard learning curriculum in integrated Islamic elementary schools aims not only to develop knowledge and equip students with technical abilities, but also to instill religious moral values in an integral manner to further strengthen elementary school age students' belief in the Islamic religion. SDIT curriculum research findings are balanced between skills in mastering information technology and instilling Islamic morals as a whole (Anshori, Solikhah, Aqil, Musyafa, & Apriyanto, 2022).

The initial goal of establishing the concept of an integrated Islamic elementary school in Indonesia is to be

able to shape the rise of future young people through the spirit of preaching Islam in a more open, moderate, *kaffah* manner and providing a sense of pride for the Muslim community at various socio-economic levels (Ismael & Iswantir, 2022). The operational model of activities in integrated Islamic elementary schools is cross-subsidy. Well-off parents with a sense of honesty will pay more and less well-off parents will pay less through various scholarship programs. The emergence of this school concept puts aside the notion that there is a new capitalism in the world of education. At SDIT there is an untrue assumption that if a child goes to a quality school, he or she must go to an expensive school. Nowadays, the existence of SDIT is starting to gain interest among various Muslim elite circles, both middle and lower economic levels, various levels of education and bureaucracy. Research (Bahiyyah & Wibowo, 2019) explained the basis for increasing satisfaction with community services related to the concept of integrated Islamic-based learning. It is predicted that in the future the influence of important variables that influence the existence of schools will emerge, namely community loyalty and the ability of parents to recommend that other parties increasingly trust school services.

IV. CONCLUSION

The results of the confirmation test by students' parents obtain a satisfaction score of 60.27. The minimum confirmation value that can be achieved by SDIT services is - 250. Meanwhile, the maximum confirmation value that can be achieved is 250. It is concluded that the school is able to provide satisfaction with the expected quality of service. Based on the results of the confirmation value test per dimension, to achieve the satisfaction level of parents of students (Confirmation > 0), in improving service quality SDIT must prioritize the dimensions that have the lowest positive value, reliability continues with the next positive value.

A positive satisfaction confirmation value indicates that the SDIT management has been able to provide quality services according to the expectations of students'

parents. Improving the quality of service from the SDIT management can be at the forefront of increasing the competitiveness of this school in the Soloraya area.

From the conclusions obtained, to the SDIT management, the recommendation given is that the school management must continue to strive to improve the quality of services to students. The SDIT management is required to conduct service quality surveys periodically. This activity needs to be carried out because expectations regarding service quality always change depending on time and conditions. On the other hand, the demands of students' parents are increasingly high and critical regarding the quality of services of schools providing basic education services with the SDIT concept because in urban areas students' parents are increasingly literate on technology and information.

This research still has limitations in measuring service quality based on the influence of the five independent variables in the ServQual concept on the results of students' parents' satisfaction and dissatisfaction. In future research, other researchers can add to the model by modifying broader dimensions based on the latest research findings so that it is not limited to the five Servqual independent variables. The dependent variable of service quality can be developed further by adding other variables such as the loyalty of students' parents and the ability of students' parents to recommend to other parties. In future research models, moderating and mediating variables can also be added to the model.

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