

Excellent Service in The Perspective of Social Reconstruction: Public Perception and Expectation

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DOI: <http://doi.org/10.33650/al-tanzim.v6i4.3737>

Received: May 2022

Accepted: August 2022

Published: September 2022

Abstract:

This study aims to identify and analyze excellent service in Madrasahs based on the perspective of social reconstruction by examining public perceptions and expectations of the quality of Madrasah services. This phenomenological research uses a qualitative descriptive approach. To meet the needs of this study, researchers collected data by using observation, interview, and documentation techniques. The informants in this study included the head of the madrasa, integrated service staff, students, alums, and the madrasah committee. The results of the study indicate that there is urgency in implementing excellent services in madrasahs, perceptions of community satisfaction with madrasa services, and the suitability of community expectations with the implementation of madrasa services. This study implies the importance of service in madrasa development activities that focus on customer satisfaction to survive and win the competition amid competition between educational institutions.

Keywords: *Excellent Service, Public Perception, Community Expectations*

Abstrak:

Penelitian ini bertujuan untuk mengetahui dan menganalisis tentang pelayanan prima di Madrasah berdasarkan perspektif rekonstruksi sosial dengan mengkaji persepsi dan ekspektasi masyarakat terhadap mutu layanan Madrasah. Penelitian fenomenologi ini menggunakan pendekatan deskriptif kualitatif. Untuk memenuhi kebutuhan penelitian ini, peneliti melakukan pengumpulan data dengan teknik observasi, wawancara dan dokumentasi. Adapun informan dalam penelitian ini diantaranya ialah kepala madrasah, staf pelayanan terpadu, siswa, alumni dan komite madrasah. Hasil penelitian menunjukkan adanya urgensi dalam melaksanakan pelayanan prima di madrasah, persepsi kepuasan masyarakat terhadap pelayanan madrasah dan adanya kesesuaian ekspektasi masyarakat dengan pelaksanaan pelayanan madrasah. Penelitian ini memberikan implikasi tentang pentingnya layanan dalam aktivitas pengembangan madrasah yang berfokus pada kepuasan pelanggan, agar dapat survive dan memenangkan persaingan di tengah kompetisi antar lembaga pendidikan.

Kata Kunci: *Pelayanan Prima, Persepsi Masyarakat, Ekspektasi Masyarakat*

INTRODUCTION

One of the challenges of educational institutions today is in terms of service. As part of the industry, educational institutions must also provide the best quality of service to users of educational services. Educational institutions that can meet the challenges of the times can only be realized through academic units that have the will and ability to improve quality (Fredy et al., 2019) continuously. Through quality educational institutions, the relevance of education in reaching the point of change in meeting the challenges of the times can be realized. Educational institutions that can answer the challenges of the times will always exist and develop. In this case, mainly in providing services to service users of educational institutions. Because the satisfaction of education service users is one of the main strategic priorities of every education service provider to develop relationships with service users and attract new service users (Dinh et al., 2021).

Educational institutions are also public service institutions. The essence of public service is to provide services to the community. So, as public service institutions in the field of education, educational institutions must be able to provide educational services to the community. So in practice, educational institutions are not only oriented to the interests of commercial materials but rather to serve the community. The nature of educational institutions as humanistic institutions is one of the critical factors in realizing excellent service in the world of education.

The problem of service quality is one of the inhibiting factors in entering the competitive and innovative world of educational institutions. Competition in the world of educational institutions today is very tight. Every educational institution competes to show its achievements and advantages. Many ways are taken to strengthen the competitiveness of each madrasa. Facilities and infrastructure are also an advantage and are included in the service part of an educational institution for service users. Supporting facilities and infrastructure will be one factor in the school community's satisfaction with school services (Dinh et al., 2021).

This research is based on preliminary research from Immanuel & Tanoto (2019), which says that service quality affects customer satisfaction. Service quality has more influence on customers than product quality. Yudiadari & Agustina (2021) said that service quality influences customer satisfaction and loyalty. Rahayu et al. (2021) say that service quality influences consumer decisions. Furthermore, Woen & Santoso (2021) said that product and service quality is on customer satisfaction and loyalty. Aziz & Hendrastyo (2020) added that service quality impacts customer trust and interest in the organization.

Departing from this, it can be understood that service quality is essential to make madrasah survive amid the times and era 4.0 and win the competition between educational institutions. Therefore, it is necessary to implement excellent service in the perspective of social reconstruction, where madrasas must improve the community's demands. Many educational institutions have made improvements and innovations and have shown

changes in the field of service to the community, including MAN 2 Samarinda and MAN Balikpapan, where the three madrasas strive to provide the best service to users and customers.

So far, excellent service has been one of the main principles held by MAN 2 Samarinda and MAN Balikpapan in maintaining quality and cooperation. There are specific operational standards on how to deal with the community, whether teachers, students, or guardians so that they feel comfortable, happy, and calm in the madrasa through the various excellent services provided. Public trust and internal madrasah residents are built on comfort and satisfaction with MAN 2 Samarinda and MAN Balikpapan services. The ability of madrasa institutions to serve the community and its citizens can be one indicator of the quality of human resources in it as an effort to gain public trust. Excellent service is the best maximum effort made to meet the needs according to the wishes of service users. Indeed, the essence of excellent service is customer satisfaction (Puspitasari, 2019).

Then based on the theory that is used as the primary reference for this research in the analysis, which A. Parasuraman, Valarie A. Zeithaml have compiled, and Leonard L Berry (1985) with the term service quality or in its acronym it becomes servqual, which consists of 5 service dimensions, namely tangible, reliability, responsiveness, assurance, and empathy. Tangible Related to the facilities, facilities, and equipment as well as the appearance of the personnel in the madrasa; Reliability has the scope of accuracy, accuracy, and speed in providing services to customers; Responsiveness is a response to various wishes, complaints, and input from others; Assurance Related to competence, knowledge, characteristics displayed by all components of the madrasa, free from risk, danger and so on; and empathy Relating to the attention of madrasah educational institutions, either personally or collegially to their customers. This theory will be the primary reference in this study in compiling data collection instruments, as well as the primary material for analysis in the discussion.

The full description above is the basis for carrying out this research, with the object of MAN 2 Samarinda and MAN Balikpapan, as madrasas domiciled in big cities in East Kalimantan province; apart from the theory above, other supporting instruments are government policy documents, Decree of the Minister of Empowerment of State Apparatus No. 63 2003 concerning General Guidelines for the Implementation of Public Services, in which there are service principles and Minister of Religion Regulation number 65 of 2016 concerning Integrated Services at the Ministry of Religion. Ultimately, this study aims to analyze the excellent service in Madrasahs, public perceptions, and public expectations of the quality of madrasa services.

RESEARCH METHOD

This phenomenological research uses a qualitative descriptive approach. It is known that phenomenology is often called "interpretive" research because the action in this research is emphasized by the interpretation of researchers obtained from the involvement of researchers who are influenced by the background, personal, cultural, and historical experiences of an event.

Hamzah (2020), quoting Creswell (2013), argues that phenomenological research that focuses on social construction is required to understand individuals or groups and their surrounding environment.

In order to get maximum results based on the type and research approach, the research uses several research data collection techniques, including field observations according to the object determination in this study at MAN 2 Samarinda and MAN Balikpapan, and other techniques in the form of interviews, informants in this study are principals, teachers, students, alums and school committees. The following data collection technique is documentation, in the form of supporting documents for implementing madrasa services. Thus, the most representative data analysis in completing this research is interactive data analysis, with the stages of data collection, data condensation, and concluding.

FINDINGS AND DISCUSSION

Excellent Service at Madrasah

The data collection results from researchers in this discussion, from each madrasah, both MAN 2 Samarinda and MAN Balikpapan, realized the importance of implementing good service, accompanied by efforts to improve services. Excellent service is the level of excellence expected and control over the advantages it has to meet the community's needs as consumers in the structure of the madrasa (Amrin & Wujaksana, 2021). Then MAN 2 Samarinda stated that it continues improving services and education implementation. This is stated in the profile of the madrasa; even Sahabuddin, as the head of the madrasah, stated that: "We prioritize quality and professional services, both in the form of physical goods and services, such as signs or directions so that guests or visitors have no difficulty finding their destination, even though visitors will actually pass through several layers, from the security post and then directed to integrated services.

Likewise, MAN Balikpapan, which emphasizes concern for the environment, and is clearly stated in its vision, certainly has a passion for improving services, meaning that the service has been carried out. The statement from the head of the madrasa, Roihanun, is evidence that since the issuance of regulations related to integrated central services, he has immediately followed up on these regulations. Minister of Religion Regulation number 65 of 2016 concerning Integrated Services at the Ministry of Religion. "The name of a public institution certainly prioritizes service, we bureaucratically refer to ministerial regulations, since 2016 we have implemented it, we are also open digitally, by holding a website, so we think our steps are very transparent and based".

Previously, researchers had conducted field observations, which showed several aspects of services, including learning services and learning support services, such as extracurricular and other learning communities. For public services, there is a public service room that is strategically located with the headmaster's room, teacher's room, headmaster's room, and administration room. Then according to the documentation results, researchers found that there was no administrative completeness, such as the essential documents such

as operational standards for implementation, and madrasah directly referred to government policies.

In theory, excellent service is part of the integrity of an institution; in this case, an educational institution that is also a public service institution that requires justification of satisfaction from the audience or users of the services provided. Education is also inseparable from all existing educational terms, including madrasahs under the auspices of the Ministry of Religion of the Republic of Indonesia. Previously, it was mentioned regarding Kasmir's opinion (2017), which emphasizes the concern of educational institutions or madrasahs in meeting the needs of the community so that satisfaction and service achievement can be obtained; this is what underlies the researcher stating their interest in the dimension of empathy which will be discussed further in another part of this discussion.

Based on the description above, it is found that there is continuity in substance, theory, and principle in excellent service, which of course has the same goal, namely to get recognition of user satisfaction, with various ways or service systems. So, Madrasahs in this study are interested in their obligation to provide excellent service.

Dimensions Tangible Service

In the discussion of the theoretical basis in this study, the purpose of tangibles is everything closely related to the facilities, facilities, and equipment as well as the appearance of the existing personnel, in this case, the madrasah. Both MAN 2 Samarinda and MAN Balikpapan, the results of the research show that there is completeness and follow-up of maintenance; it is a necessity if they have similar results in various dimensions; this is undoubtedly influenced by the similarity of the parent government, which leads to the status of work units which are both shaded by the ministry. Religion, so that all needs for excellent service to the public are the same according to predetermined standards.

There are specific standards, from procuring goods and services to technical services and service layouts. Regarding facilities and infrastructure, one of the previous studies that found research related to facilities was Simamora in his research in hospitals on improving nurse services to patients from a review of parenting training and the use of existing health facilities in this study found a dependence on tranquility and peace and satisfaction patients to available health facilities, and also makes it easier for nurses in caring for patients through state indicators displayed by health facilities.

Until here, it has been understood that the facilities at the madrasah also have an essential role in the learning process organized by the madrasah. The learning carried out by madrasahs is like other schools that also provide extracurricular learning services that can increase students' interests and talents; even these activities require qualified facilities to develop students' interests and talents. Even more, including this research, it is also part of good service, namely by opening the door as wide as possible for anyone to seek information in Madrasahs.

Expectations in the tangibles dimension of alums and parents do not lead to the substance of the scope and principles of services that are accommodated by tangibles; this can be seen from the hope that there will be open or transparent access to information to parents from the homeroom regarding the development of children's learning, especially in attitude aspect, while alums are more concerned with providing active transport for students to pick up and drop. Alumni expectations contain demands for alum involvement in developing students' interests and talents.

Saleh (2018), together with his two colleagues, Hasmin and Feral, once conducted a study related to the effect of patient expectations and perceptions on services at the Bhayangkara Makassar Hospital on inpatient services; in this pious study, the results showed a positive influence from community expectations, in this case, patients on inpatient services, their expectations starting from health facilities and inpatient administrative procedures produce relevant and satisfactory results, this is due to the similarity of expectations of hospital employees themselves, who want convenience and satisfaction in providing services, if the internal institution feels satisfaction it is not necessarily the same feeling of satisfaction with the user, because of the principle of expectation that has a positive impact, there is a common perception related to the service.

In this tangibles dimension, although it has been stated that it is perceived as being satisfied and has met expectations, it still needs to be improved by the circumstances and conditions of the madrasa itself in terms of external factors.

Dimensions Ability Service

Ability is defined as accuracy, accuracy, and speed in providing services to the public. This understanding also accommodates the service principle decided by the minister for the utilization of state apparatus so that the data obtained shows that there is community satisfaction, even though in theory and legal provisions meet the requirements, due to deficiencies in service administration in the form of operational standards for implementing integrated services. This integrated service is the main room in this research.

A similar example in this discussion is found in Pandapotan and Andayani's research; the front desk that they studied aims to provide online services, both learning and academic administration, that they must fulfill every semester, so they need a comprehensive and representative page display of learning policies and academic administration of UT students. Medan, indeed this research resulted in student satisfaction in using the front desk; students felt that all their needs were facilitated. According to the document, the validity of the application is also fulfilled with various instructions presented on each page; the demand for students is the willingness to read the instructions. This service adjusts the vision and mission of UT Medan; this is an obligation for the services provided by UPBJJ.

With the comparison of the findings of this study, it can be said that the reliability dimension is satisfactory; it is just that there is a need to fulfill the

administrative legality needs of integrated services in Madrasas, not directly referring to the regulation of the minister of religion as described previously.

Similar to tangibles, the dimension of reliability is also stated to be satisfactory and appropriate, but it is necessary to develop aspects of information affordability and community involvement in advancing madrasah, especially in public service activities. In contrast to Zulhijra's research (2019) regarding student expectations for academic services at the Islamic religious education study program at UIN Raden Fatah Palembang, Zulhijra is more concerned with the speed of service and care, while the study states that caring is a principle of the dimension of empathy, so the researcher concludes that indeed in this dimension of reliability, there are still no clear and directed expectations regarding the services of an institution, especially in madrasah.

Dimensions Responsiveness Service

Responsiveness is used as a representative term to accommodate the principle of service responsibility and clarity of service. Therefore responsiveness is interpreted as a response to various wishes, complaints, and input from the community. The research confirms that the perception used is information obtained from technical service implementers, alums, and stakeholders in the form of parents or committees, so then on this dimension, the data results indicate satisfaction with the services provided by Madrasahs through integrated services.

Information regarding satisfaction has been reviewed in the data exposure; In the previous discussion in this research section, it was found that there were several service activities such as reporting to the first layer of service, namely security, then they were allowed to enter the integrated service room, even before delivering the required services, the customer was asked to fill in the guest book and complete the customer's banquet. This has become an indicator of satisfaction with the service.

The responsiveness dimension will be more intensely expressed in its expectations because of the direct influence of the service team on consumers; this becomes the basis for expressing the hope that there will be more value from the technical service team through increasing competence, both independently and institutionally through training programs or capacity building seminars. capacity building) Madrasah service human resources. Then the final students feel there is uncertainty about their graduation administration, so they have to wait a long time, and there is no access to information on the progress of the administrative settlement. Zulhijra (2019) agrees with the research findings; Zulhijra's research in the responsiveness dimension also found the same thing regarding the competence of the technical service team who carried out nepotism on the work carried out; only people who had closeness and familiarity could get maximum satisfaction or service in academic administration student.

Responsiveness is an essential measurement because this dimension will be seen clearly and felt directly by the customer, in this case, students, alumni, and parents of madrasah students, MAN 2 Samarinda and MAN

Balikpapan, at this time, it is still stated to be satisfactory and appropriate, but development as The description above is related to the competence of the technical service implementation team at the madrasa on the aspect of integrity.

Dimensions Assurance Service

The assurance dimension is representative of the principles of security and simplicity, so the scope is in the form of competence, knowledge, and characteristics displayed by the madrasa. MAN 2 Samarinda and MAN Balikpapan, as state Madrasah representing another state madrasah in East Kalimantan in the study, because of their position in the big city of East Kalimantan. The two madrasahs showed satisfaction; this satisfactory assessment was the result of the recognition of alums and parents of students who revealed or described the existence of relevant competence aspects both in the qualifications of educators and education staff, furthermore supported by services for developing student interests and talents who were also charged with mentoring. Moreover, coaching for qualified teachers or professional services.

In services in the form of providing programs to improve human resource competencies, it has indeed become one of the essential instruments in improving and developing services, as found by Leonard Ong (2019), in his research which examined the practical approach of service excellent counseling for lecturers and employees at the Faculty of Law. Tarumanegara University, in Ong's research, suggests a significant change in community satisfaction in taking a right to academic services and case consultation through legal aid services. This finding is also in line with research conducted by Simamora related to improving excellent service for nurses on patient care performance; strengthening the role of nurses can change perspectives that are considered lacking into a distinct advantage.

So that the madrasa, based on its suitability and continuity with the theory and previous research, as well as the disclosure of the results of the discussion, indicates that the community is satisfied with the services provided by the madrasa in the assurance dimension. With the fulfillment of the guarantee of competence, knowledge, and the nature of the service, the principles of security and simplicity are also fulfilled.

In line with expectations in the responsiveness dimension, which expect an increase in the competence of madrasa service technicians, this assurance dimension also has the exact expectations because it is part of the quality assurance of madrasa services; the principle emphasizes simplicity and safety. The hope is that if the service technician has qualified competence, the customer will feel safe in receiving all the services provided so as not to cause fear of problems in the future. Zulhijra (2019) explains that the guarantee of service security with the nature of simplicity needs to be known and understood by anyone in the position of implementing public services or specific markets.

So, the expectations on this dimension show appropriateness, but improvements must be made, especially concerning competence for implementing madrasah services.

Dimensions Empathy Service

Discipline, courtesy, friendliness, and comfort are service principles that become the pinnacle of dependence on the previous service dimensions because they are closely related to customer feelings or emotions, so they need to be summarized in one dimension which is intended to cover the scope of the study in the realm of attention of madrasa educational institutions, either personally or collegially to the customer, so that it is pinned as giving high empathy. The dimension of empathy in MAN 2 Samarinda and MAN Balikpapan stimulates public response, then gets a good score. Due to the lack of completion of suggestions and inputs, this dimension should get a satisfactory score as a form of fulfillment of needs. If there is a shortage, the satisfaction value will be ignored; this finding will be the basis for advising madrasas.

On the other hand, some studies have succeeded in increasing customer satisfaction through solving the problem of needs from the suggestions and inputs given, namely improving service excellence for employees of the HKBP Nommensen University Medan by Zebua (2020) by developing employee competency capacity, it is found that student satisfaction disclosures are found. In conveying suggestions and input, students do not hesitate to leave comments regarding everything they need.

Based on the above analysis, it can be concluded that the empathy dimension is still at a satisfactory level; this, of course, will be the basis for researchers' recommendations for madrasas in general. In particular, MAN 2 Samarinda and MAN Balikpapan, so that achievement in meeting community needs can be carried out continuously; this is based on the nature of the service that continues to evolve according to social developments and technological advances. At least the madrasa continues to provide quick responses or in the form of clarifying explanations for suggestions and inputs that have little potential for fulfillment.

Based on the discussion of the five dimensions described with the frame of perception and service principles, a concise and structured conclusion is obtained based on assessing the goal of excellent service, namely community satisfaction. So that the researcher provides a summary in the form of a table related to the results of this research discussion.

Departing from the discussion related to perception on the dimension of empathy, it was found that the level of satisfaction was considered sufficient, so expectations also affected the assessment by recommending a system renewal in attention and concern for the needs of the community who want the progress of the madrasa, this can be seen in the statement of the informant who revealed that there were many accesses to convey aspirations. , such as website comments pages, suggestion boxes, and committee meetings held every semester, but no less many suggestions and inputs submitted through access to absorption of aspirations have not been fulfilled, more precisely experiencing weaknesses in alertness; this is known because of the limitations of madrasas in conducting clarification services or answers to conveyed needs.

The moral argument for the situation found in the discussion of the empathy dimension is, as found by Zulhijra (2019), that unprofessional service results in an assessment of customer satisfaction and conformity with expectations, even in research getting academic services for students of the Islamic religious education study program at UIN Raden Fatah Palembang shows that there is a complexity in completing student academic administration, it is explained that this is due to the hierarchy or administrative bureaucracy that has too many layers of solutions. Madrasahs should be better than what happened at UIN Raden Intan because the scope of service is smaller, and there are integrated or one-stop services.

Referring to the description above, the empathy dimension obtained from the community's expectations of the quality of madrasa services shows that there is conformity with standards. However, updating the system to follow up on community aspirations is still necessary.

In the final part of the discussion section of the results of this study, the researcher summarizes or summarizes the entire contents of the chapter, namely that the quality of madrasa services in East Kalimantan represented by MAN 2 Samarinda and MAN Balikpapan, based on the suitability of theory and continuity with previous research, it was found that there was satisfaction from the four service dimensions and sufficient satisfactory for empathy. At the same time, the conformity of expectations is generally stated to be appropriate, but there are additional notes for the progress and development of madrasa services so that when the community's needs are met, other expectations will be found in the future will continue to run well.

CONCLUSION

Excellent service is an urgent matter for public service institutions, including educational institutions, madrasahs have also provided excellent service through integrated services, by the mandate of the Minister of Religion Regulation and the Decree of the Minister for Empowerment of the State Apparatus of the Republic of Indonesia, awareness of exemplary service in Madrasahs has been felt. Before the existence of these two policies, excellent service in Madrasahs is concluded as urgent and mandatory, not just implementation, even being required to continue to improve until they get excellent status.

The public's perception of the quality of madrasa services is based on the service dimensions and the service principles; tangibles, reliability, responsiveness, and assurance indicate an excellent value, while empathy is considered entirely satisfactory. These five dimensions, both satisfactory and quite satisfactory, have the same obligation to continue to be developed and improved by the mandate of government policies and based on community needs.

Based on the results and discussion, community Expectations on the Quality of Madrasah Services concluded that there is a match between expectations and the implementation of madrasah services. However, there are still other findings in meeting community expectations, namely, the tangibles

and assurance dimensions need to be improved, while the reliability and responsiveness dimensions need to be developed in the competency aspect. Finally, on the empathy dimension, it is necessary to renew the system and increase awareness of the madrasa's concern for the community's needs.

ACKNOWLEDGMENT

Thanks are conveyed to all parties involved, especially to the heads of MAN 2 Samarinda and MAN Balikpapan, who have been willing to be researched and provide all the research needs, then to teachers and students, and finally to alums and school committees who have expressed their perceptions and expectations of madrasa services. Also, to Nurul Jadid University for giving researchers the opportunity and support to implement this research.

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