Strategy to Improve Service Quality at SD AL Azhar Syifa Budi

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Abstract

The competition in the education business in Samarinda is getting more intense day by day, this is indicated by the increasing number of private schools in Samarinda, so the right strategy is needed to win the competition. Many factors can affect business success in the service sector, one of which is crucial is the service quality factor. SD Al Azhar Syifa Budi Samarinda wants to measure the satisfaction of the guardians of the students with the services they have provided, so that they have information on what service factors are still considered unfavorable by the parents, and based on that information they will be able to develop strategies for improving the services that are expected will be able to increase student satisfaction. The survey was conducted on the parents of Al Azhar Elementary School Syifa Budi Samarinda, involving 125 respondents where the survey was conducted online, from 227 parents who received the online questionnaire link, there were 125 people who wanted to participate. The data collected were analyzed by means ofimportance-performance analysis (IPA). The results of data analysis showed that the level of satisfaction of the guardians of students was 84.05%, and from science it was known that there were several factors that urgently needed improvement, namely the teacher understood each student individually (E1) on the Empathy dimension, Learning was running according to the school curriculum (RL2), School have a good reputation (RL3), and the academic department is always ready and disciplined in providing services (RL4) on the Reliable dimension, Teachers and the academic department are quick to respond to student guardian complaints (RS3) on the Responsiveness dimension, Students have excellent academic and non-academic abilities good (TQ1), students have a disciplined attitude both at school and at home (TQ2), and students have good communication skills (TQ5) on the Transformative Quality variable

I. Introduction

Al Azhar Syifa Budi elementary school is one of the private schools in Samarinda, this elementary school has been established since 2000, initially this school was established as a CSR program from the owner, so this school is really not profit oriented, even its operational funds are supported every year from CSR funds set aside from the profits of various companies owned by their founders. But along with changing times and demands for independence, this school is required to be able to finance itself, because it can no longer rely

on CSR funds to support its operations.

This change did bring turmoil within the organization, but until now this school still exists and is one of the Islamic schools that is the preference of student guardians in sending their children to school, even though currently the trend of the number of students is decreasing as shown in the table below:

Table 1. Data on the Number of Students of Al Azhar Syifa Budi Elementary School Samarinda in the Last 5 Years

TP	Class	Class	Class	Class	Class	Class	TOTAL
2017/2018	32	51	52	63	73	67	338
2018/2019	44	32	51	50	62	72	311
2019/2020	30	45	30	51	47	62	265
2020/2021	48	31	43	30	50	48	250
2021/2022	30	46	29	43	30	49	227

Source: Internal data of SD Al Azhar Syifa Budi Samarinda.

From table 1. above, it can be seen that in the last 5 years the number of students seems to fluctuate at each level, but overall there is a trend of decreasing number of students in all classes, there is another phenomenon where every year there are students who move, this can be seen from the number Students who advance to the next level, there is a decrease in the number, for example in the 2020/2021 school year the number of students is 48, but in class 2 in the 2021/2022 school year the number of students is 46, reduced by 2 people. Visually, the decline in Al Azhar Elementary School students over the last 5 years is shown in the graph below:
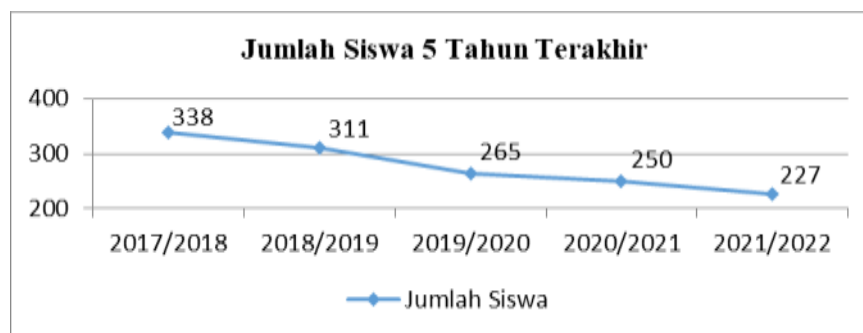
Graph 1. Trend Graph of the Number of Students of Al Azhar Syifa Budi Samarinda Elementary School in the last 5 years

The graph above shows that from the 2017/2018 academic year to the 2021/2022 school year the number of students has decreased by 111 people or 32.8%, this decline in numbers is quite worrying, if this condition continues, it is feared that in the next few years Al Azhar Elementary School will not have more students.

The map of competition and changes in consumer preferences are not things that can be controlled by the organization, but information related to the above must be a direction for improvement for the organization in order to remain able to survive in the midst of the swift currents of competition and changes in market preferences.

There are several factors that are considered by parents in choosing a school for their child: (1). School fees whose components are tuition and other costs, (2). Conformity of the

school's vision with the vision of the parents, (3), the applied curriculum, (4). Location/distance to school, (5). School environment, (6). Quality of teachers/teaching staff, (7). Comparison of the number of teachers and students, (8). Variety of extra-curricular activities and (9). School security system.

The Service Quality model developed by A. Parasuraman, Valarie A. Zeithaml and Leonard Berry (1997) is widely used by many service businesses to measure the quality of their services. The service quality model consists of 5 dimensions, namely Tangibles, Reliability, Responsiveness, Assurance and Empathy, in its implementation it will undergo modifications to its dimensions to suit the needs of each type of service business. The Service Quality model is used to assess service performance in the field of education, for example research conducted by Saggaf et al (2018). This research was conducted at the Makassar National Informatics Polytechnic campus, involving 40 respondents, 5 dimensions of Service Quality were assessed in 28 indicators, and using data analysis tools. Importance-Performance Analysis, ServQual was also used by Kuswanto (2018) to assess the quality of service at Al Falah Elementary School in Jambi City, also by Omar. Dkk (2019) used this model to assess the quality of service at a baby school in Kuala Lumpur.

One of the important factors that parents take into consideration in deciding their child's school is the cost, this fee is all expenses that must be paid by the guardian of the student as long as his child is studying at a particular school. The components of school fees that are commonly imposed on guardians of private elementary school students are tuition fees, development fees and learning activities fees, the naming of these costs can vary between schools, but has the same purpose, this is also important to be assessed by schools, as information to determine the amount of fees charged by the school in the future.

In addition to assessing the quality of services and perceptions of school fees, it is also important to assess the quality of the output of the learning process that has been carried out, namely through the measurement of transformative quality. Transformative qualityThis is an important thing to assess, because we meet many students from favorite schools in which there are sophisticated and complete learning facilities, high tuition fees, and most of the teaching staff are certified, students have poor discipline and attitude, they are not polite in older people, and have a habit of rubber hours in their daily lives. So that the function of the school which is basically a place to educate the minds and mentality of students to become more positive individuals, fails to carry out its functions.

II. Review of Literature

2.1 Service Quality

Service quality is defined as an effort to meet customer needs and desires, as well as the accuracy and suitability of the company in delivering services to meet customer expectations. In the opinion of Tjiptono (2005) Service quality is the level of excellence (excellence) possessed by a service company in its efforts to meet customer expectations. In other words, there are 2 main factors that influence a person in assessing a service quality, namely, the expected service quality and the perceived service quality.

If the service quality received or perceived (perceived service quality) is in accordance with what is expected (expected service quality), then the service quality is perceived to be good or satisfactory. If the service received exceeds customer expectations, then service quality is perceived as a service quality that can satisfy customers. However, if the quality of service received is lower than expected, it will make customers feel disappointed or dissatisfied. Service quality is highly dependent on the ability of service providers to provide services to consumers continuously and consistently.

In principle, the definition of service quality focuses on efforts to meet customer needs and desires and the accuracy of delivery to balance customer expectations. Service quality must start from customer needs and end with customer satisfaction (Kotler, 2000).

As the party who buys and consumes services, it is the customer who judges the level of service quality of a company. Unfortunately, services have the characteristics of variability so that their performance is often inconsistent. This causes customers to use intrinsic terms (output and service delivery) and extrinsic cues (service complementary elements) as a reference or guide in evaluating services as presented by Tjiptono, Chandra and Anastasia (2004).

Service Quality is measured through 5 SERVQUAL dimensions which consist of:

1. Reliability, namely the ability to provide services in accordance with the promises offered.
2. responsiveness,namely the speed of response or the alertness of employees in serving customers and providing services that are in accordance with customer needs, for example the speed of employees in handling transactions made by customers, the speed of handling complaints submitted by customers.
3. Assurance, namely the ability to provide security in utilizing the services offered, and the ability to instill customer trust in the company.
   This assurance dimension is a combination of the following dimensions:
   a. Competence, meaning the ability, skills and knowledge possessed by employees to perform services.
   b. Politeness, which includes the friendliness, attention and attitude of the employees.
   c. Credibility, including matters relating to trust in the company, such as reputation, achievements and so on.
4. empathy,Namely the individual attention that service companies give to customers in this case such as the ease of contacting service companies, the ability of employees to communicate with customers, and the service company's efforts to understand the wants and needs of its customers.
5. Tangibles, that isregarding the attractiveness of the physical facilities, equipment, and materials used by the company, as well as the appearance of employees.

2.2 Transformative Quality

Parents of students cannot directly feel the quality of education provided by schools where their children demand education, so it can be said that the transformation process seen from their children is more important, and it becomes a proxy for the performance of the educational process in schools, which can greatly affect parental satisfaction.

Transformative qualities are reflected in the process of improving and empowering students. Especially at the point of improvement, it means that students do not just receive knowledge but are transformed qualitatively by the knowledge they are learning. Empowerment involves giving students opportunities to direct their transformation (Harvey & Green, 1993).

Although the concept of transformative quality has been used in several constructs to measure service quality (Teeroovengadum et al., 2016), it mostly concerns the assessment of service quality from a student perspective. To the best of our knowledge, no studies have yet been conducted to examine perceived transformative qualities from a parental perspective. Therefore, this study seeks to assess the dimensions of transformative quality which are the outputs of the implementation of education, which of course will be able to affect parental satisfaction and lead to parental loyalty.

The research that has been done in the education service sector is still limited to assessing the dimensions of service quality with some additional attributes, even though transformative quality is an important thing that is often taken into consideration by parents in making school choices. parents will choose schools that have been proven to be able to change their students to be better mentally, spiritually and in knowledge.

Transformative qualityThis will be measured by several indicators, namely students have academic abilities, students have abilities in non-academic fields (sports/arts/technology), students have good self-control, students have high discipline, students have good manners, students have self-confidence, students have self-awareness to do worship

2.3 Tuition Fee (Pricing)

School fees are an important component considered by parents in determining the choice of schools for their children. Guardians of students do not always look for schools with low costs as an option, but they will choose schools that are in accordance with the curriculum preferences they want to get for their children's education, so that in determining school fees an institution is required to be precise in conveying the value offered by the school to guardians. student.

The price (school fees) based on the parents' point of view is how much resources are sacrificed by the parents to get a product or service, Tjiptono (2014). Kotler and Armstrong (2001) explain that price is a number of costs charged for a product or service, or in other words the sum of a number of values exchanged by consumers for the benefits of having or only using the product or service.

Price is an element in the marketing mix that can generate revenue for the company, besides that price is the most flexible element because the price of a product/service can change quickly, depending on the conditions of supply and demand at that time.

III. Research Methods

This study uses a quantitative descriptive approach, quantitative research is a research method used to examine a particular population or sample, data collection using research instruments, statistical data analysis, with the aim of testing the established hypothesis, Sugiyono (2011). Descriptive research aims to systematically describe the conditions and characteristics of an object or subject that is studied in detail or in full, and is not intended to test a hypothesis, because in this study there is no hypothesis to be proven, but want to know how the assessment of respondents, namely parents SD Al Azhar Syifa Budi Samarinda on the quality of services provided by the school.

IV. Discussion

4.1 Results
a. A Customer Satisfaction Index

The Customer Satisfaction Index (CSI) is used to determine the level of satisfaction of service users as a whole by assessing the level of performance and the level of importance of service attributes. Customer Satisfaction Index (CSI), is needed to determine the overall level of customer satisfaction expressed as a percentage (%) in a customer satisfaction survey. The following are the results of the Customer Satisfaction Index (CSI) analysis:

Table 1. Results of Analysis of the Customer Satisfaction Index (CSI)

Variable	Indicator	Performance	Importance	T
Tangible	T1	7,672	8,912	68.373
	T2	7,872	8,968	70.596
	T3	8,144	8,992	73.231
	T4	8,312	9,096	75.606
	T5	8.168	9.12	74,492
	T6	7.584	9,064	68,741
Empathy	E1	8,232	9,344	76,920
	E2	8,768	9,352	81,998
	E3	8.552	9,192	78,610
Reliable	RL1	8,872	9,336	82,829
	RL2	8.12	9,352	75,938
	RL3	8.2	9,368	76.818
	RL4	8,328	9,344	77,817
Responsiveness	RS1	8,904	9,368	83,413
	RS2	8,728	9,336	81.485
	RS3	8,248	9,272	76.475
Assurance	A1	8,912	9,408	83.844
	A2	9,032	9,376	84.684
	A3	9,088	9,456	85,936
	A4	8.88	9,456	83.969
	A5	8,832	9.416	83.162
Transformative Quality	TQ1	8.168	9,408	76.845
	TQ2	8,216	9,424	77,428
	TQ3	8.856	9,488	84,026
	TQ4	8,688	9,392	81.598
	TQ5	8.136	9,392	76.413
School fees	BS1	8	8,984	71,872
	BS2	8,224	8,968	73.753
	BS3	7,832	8,872	69,486
Amount		**243.568**	**268,456**	**2256,357**

Customer Satisfaction Index(CSI), the CSI value is obtained by using the equation:

$$CSI = \frac{\sum_{i=1}^{P} T}{10\ Y} \times 100\%$$

$$CSI = \frac{2256,357}{10\ (268,456)} \times 100\%$$

$$CSI = 84,05\%$$

Based on the calculation of the Customer Satisfaction Index (CSI), the result is 84.05. This value is in the range of 81% - 100%. This means that respondents are very satisfied with the performance of the school services at Al Azhar Syifa Budi Samarinda Elementary School.

Table 2. CSI Values between Segments

No	Segment	Segment Group	CSI
1	Class	Class 1	85.53
		Grade 2	84.04
		Class 3	87.11
		4th grade	82.22
		Class 5	79.33
		Grade 6	79.01
2	Work	Doctor	75,30
		Lecturer	84.02
		Teacher	84.34
		IRT	83.23
		Private sector employee	82.43
		civil servant	79.07
		Self-employed	90.54
3	Expenditure	less than 5 million	81.66
		5 million to 9.9 million	83.46
		10 million to 14.9 million	84.14
		15 million to 20 million	84.65
		more than 20 million	74.92
4	Distance from home to school	less than 3 KM	82.66
		3-5 KM	82.81
		5.1 KM to 10 KM	79.19
		7.6 KM to 10 KM	82.17
		more than 10KM	86.07
5	Age	20 to 30	96.89
		31 to 40	82.90
		41 to 50	82.53
		more than 50	74.98
6	Level of education	less than high school	87.00
		D1	89.31
		D2	84.40
		D3	81.89
		D4/S1	80.31
		S2	78.15
		S3	86.83
7	Gender	Man	87.93
		Woman	80.77

b. Importance Performance Analysis (IPA)

The analysis using the Importance Performance Analysis (IPA) method maps attributes into four quadrants, namely (I) Main Priority Quadrant, (II) Maintain Achievement Quadrant, (III) Low Priority Quadrant, and (IV) Excessive Quadrant. the average score of the reality element and the average element of expectation of each attribute under study. The results of the Importance Performance Analysis analysis can be seen in the following figure:
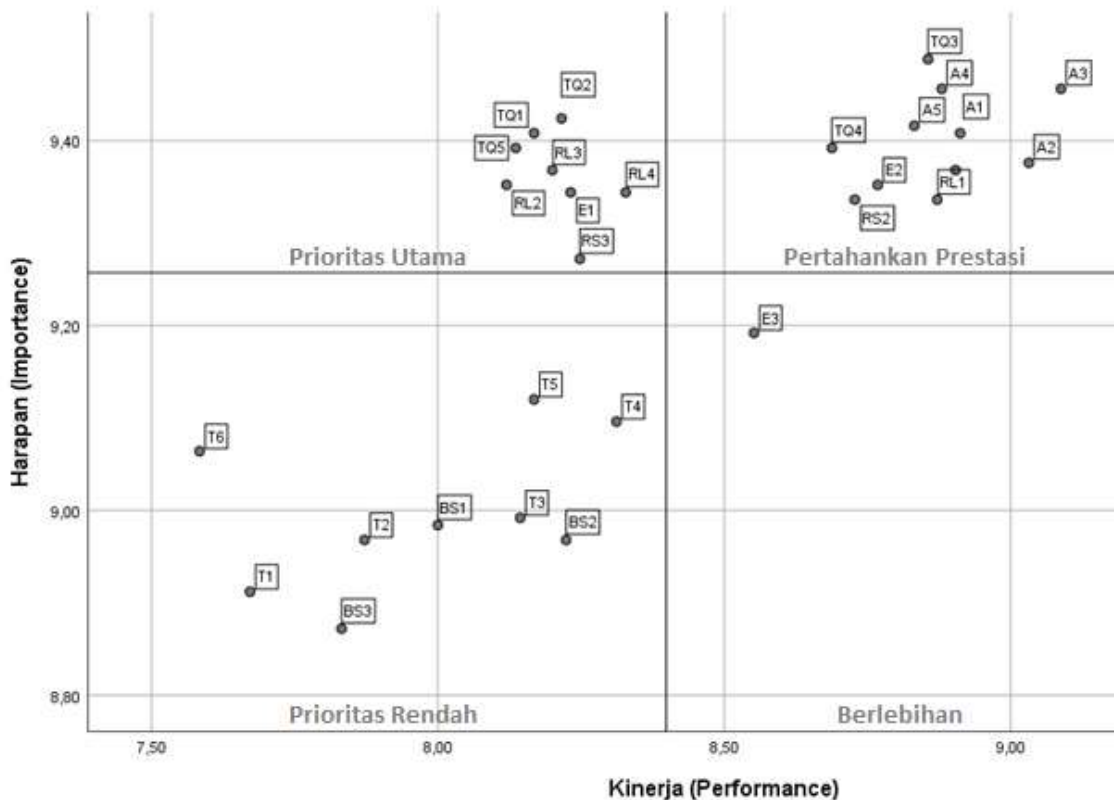
The following is an explanation of each quadrant in the diagram:

1. Quadrant I (Top Priority)

In quadrant I (priority) it is assessed that the reality element is lower than the respondent's expectation element. This means that the reality felt by respondents is still not in accordance with what is expected, so Al Azhar Elementary School needs to improve the attributes contained in this quadrant to increase respondent satisfaction. From the results of this study, the attributes included in quadrant I are the teacher understands each student individually (E1) on the Empathy variable, learning goes according to the school curriculum (RL2), the school has a good reputation (RL3), and the academic department is always ready and discipline in providing services (RL4) on the Reliable variable, Teachers and the academic department are quick in responding to student guardian complaints (RS3) on the Responsiveness variable.

2. Quadrant II (Maintain Achievement)

In quadrant II, there are attributes that have been implemented well and need to be maintained because these attributes are considered important and satisfying for respondents. Attributes included in quadrant II are information with the teacher paying attention according to student needs (E2) on the Empathy variable, the teacher being disciplined in teaching and easily accessible by the student's guardian (RL1) on the Reliable variable, the teacher being

alert in handling all student affairs and difficulties (RS1) and the teacher is responsive to detecting student problems in learning (RS2) on the Responsiveness variable, the teacher has adequate competence in teaching (A1), the teacher has a good attitude and appearance while inside or outside the school (A2), the teacher has good communication skills both with students and parents (A3), The school guarantees the safety of students during the learning process (A4), and the school is included in the category of child friendly (preventing bullying) (A5) on the Assurance variable, then students have good manners (TQ3) and students have good self-control and independence (TQ4) on the Transformative Quality variable. As it is known that the satisfaction of respondents will affect the behavior of subsequent respondents. If the respondent is satisfied, he will show a higher probability of continuing to use the service, besides that, a satisfied respondent will be able to have a greater impact on directing and influencing others to also use the service.

3. Quadrant III (Low Priority)

In this quadrant there are attributes that are less important in influencing respondents to receive services and the perceived satisfaction is also normal. This means that this attribute is considered less important for respondents and satisfaction with service is also less good or less satisfactory. The attributes contained in this quadrant are the Al Azhar Elementary School building is very representative (T1), the school location is strategic and easy to reach (T2), the school has complete and adequate physical facilities for students (toilet, laboratory, prayer room, etc.) (T3) , The school has classes and an environment that looks neat and clean so that it is comfortable for the learning process (T4), The school has adequate learning support equipment (books, teaching aids, laboratory equipment, etc.) (T5),

4. Quadrant IV (Excessive)

In this quadrant there are attributes that are less important according to the respondents, but the perceived satisfaction is high. Or in other words, consumer expectations for this attribute are low, but the satisfaction provided is high. The attributes contained in this quadrant are the teacher and the academic department always help the problems that are being faced by students or guardians of students in school matters (E3) on the Empathy variable

4.2 Discussion

The value of satisfaction felt by the guardians of SD Al Azhar Syifa Budi Samarinda was 84.05, which means that the guardians of students were very satisfied with the services provided by the school, even though there were several segments of the guardians of students who felt satisfaction below the score of 80, this is which should be a concern for schools.

Understanding satisfaction information associated with customer segmentation, which in this case is the student's guardian, will provide guidance for schools to carry out more appropriate targeting, namely schools will be able to carry out marketing activities in segments that are in accordance with the service attributes they have, so that the effectiveness of marketing activities will increase higher. Moreover, the maximum customer value can be made only if positive influence of marketing and individual environment association does exist (Kusumadewi, 2019). The quality of products that are in great demand by consumers can be seen from several factors including packaging, price, quality, and benefits obtained by consumers (Romdonny, 2019).

Satisfaction based on grade level shows that classes at lower levels, namely 1,2 and 3, feel higher satisfaction than those at the top level, namely at grades 4, 5 and 6, this is probably because the guardians of students at the top level feel some changes that occur in their class. schools that trigger the low value of perceived satisfaction, or also the longer the

duration of the relationship that exists between the parents of students and the school there are problems that have not been resolved properly, this should be an evaluation material for schools.

Another segment that feels relatively low satisfaction is the expenditure segment above 20 million, compared to other segments this segment feels very far, namely at point 74.9 while other segments feel satisfaction above the number 81. This illustrates that Al Azhar Syifa Budi Samarinda Elementary School is less fit into this segment.

The upper economic segment has a preference for high school services, because they prefer to choose goods and services that can represent a lifestyle, this segment is more demanding but willing to spend more money to get services that match their preferences, if schools do not target the segment In this case, how they feel about school services is not an important input, because in the long term this segment will not be the target of school marketing activities.

But if Al Azhar Elementary School makes this segment a target market, then schools must know what their preferences are for school services, and use that information as a basis for making improvements.

Another interesting thing also happened to the segmentation based on age, in the segment aged 50 years and over, felt a relatively low satisfaction, namely at a value of 74,978, whereas in the segment aged 20-30 years felt a very high satisfaction, namely at a value of 96,881. This information illustrates that the services provided by the school are in accordance with the preferences of the young segment, so that this segment can be a marketing target for Al Azhar Syifa Budi Elementary School.

Targeting the segment of guardians of young students will be profitable for schools, because this segment is usually a small child so that they can become customers in the long term, after graduating from elementary school they can continue their education to junior high school level, besides this segment is more active on social media, when they are content to be able to become voluntary marketers for the school, which will bring in new students.

Meanwhile, based on the results of the IPA analysis, there are several indicators that are in quadrant 1, which must be the main priority in making service improvements, so some strategies that can be taken are as follows:

1. The teacher understands each student individually.
   a. There is a liaison book that contains reports on student progress in the learning process every day, so that the guardians of students know what is good about their child and what is still lacking, this report will be very individual, because of course the contents of the report will differ from one student to another. .
   b. Periodically discussions are held with the parents of students whose children have a lot of lagging behind in terms of academics, to find a way out of the existing problems.
   c. Learning progress reports report things that are customized to each student, for example, these students often talk to their friends when being taught, students are less focused in receiving lessons, or students really like certain lessons, which describe individual student reports.
2. Learning runs according to the school curriculum (RL2).
   a. When learning at the turn of the semester will be carried out, the guardians of students are invited to the school to distribute the learning curriculum that will be taught in the coming semester, and explain how the learning process and what assistance will be needed by the school so that learning can run smoothly.
3. The school has a good reputation
   a. The school informs any achievements/achievements that have been obtained by the school or by its students.

b. Schools carry out certain certifications to increase school credibility (eg schools use ISO).
c. The school's public relations function must run well, to publish positive things from the Al Azhar Syifa Budi Samarinda school
d. Having an SOP when the school is facing a crisis that arises due to external or internal factors, namely the steps that the school must take to clarify the parties that need clarification.
e. The school maintains local media as a publication channel to the community about Al Azhar Elementary School

4. The academic department is always ready and disciplined in providing services
   a. Provide clear information about the operational hours of the academic section, for example there is a break and the time is also stated.
   b. There is a regulation that the academic service desk cannot be empty during service hours, or the service desk is empty for a maximum of 10 minutes, so that if there are parents who need service, they will not wait long.
   c. A comfortable academic service waiting room, so waiting to get service is still fun

5. Teachers and academic departments are quick to respond to parental complaints
   a. Make escalation of problems that often occur in schools and become the subject of parental complaints, then provide problem territories based on the escalation groups that are compiled, for example, minor problems are enough to be solved by class teachers, moderate problems in solving must involve the vice principal or principal and severe problems that arise must involve the foundation
   b. Making SOPs on handling customer complaints (guardians)
   c. The school humbly apologizes for the things that make parents complain.
   d. As much as possible involve the guardians of students in problem solving, so that the guardians of students understand every development of the problems they complain about.

6. Students have good academic and non-academic abilities
   a. Schools give appreciation to students for the slightest progress achieved, for example giving appreciation in the form of appreciation for their craft in doing assignments, being able to write good poems in Indonesian language lessons, or getting 100 points in mathematics.
   b. Schools often make internal competition events to foster academic and non-academic abilities.
   c. Schools encourage students to take part in competitive events held by schools or institutions outside of school
   d. The school facilitates students' talents and interests in academic and non-academic matters, through extracurricular activities that are academic and non-academic

7. Students have a disciplined attitude both at school and at home
   a. The school provides an activity book that contains a schedule of children's important activities every day, for example prayer schedules, studying, memorizing the Qur'an
   b. Schools give rewards for children who report good discipline
   c. Incorporating the importance of discipline in relevant subject matter
   d. Bringing in familiar characters among children to talk about the importance of discipline

8. Students have good communication skills
   a. The school encourages all children to be able to speak well, by giving all children a turn to tell stories in front of the class about any topic that interests them during the learning process in class (especially for early childhood).

b. Schools often hold drama events in which all children are given a portion to talk
c. Class teachers encourage and increase students' confidence to be able to speak well
d. There is a public speaking extracurricular at school

V. Conclusion

The results of measuring the satisfaction of the parents of Al Azhar Syifa Budi Samarinda Elementary School students on the services that have been provided by the school are 84.05%, this shows that the guardians of students feel high satisfaction or are very satisfied, even so the school must continue to make improvements to the factors There is an urgent need for improvement, so that parents can continue to feel satisfaction at a high level, because satisfied parents are more likely to become voluntary marketers for the school, who will recommend to others, so that the school will get new students as a result of the parents' recommendations the student.

The important factors that urgently need to be improved are the teacher understands each student individually, learning goes according to the school curriculum, the school has a good reputation, the academic department is always ready and disciplined in providing services, the teacher and the academic department are quick to respond to complaints from parents, students have good academic and non-academic abilities, students have a disciplined attitude both at school and at home, students have good communication skills.

This study will obtain more comprehensive information if it is added with qualitative data obtained through indept interviews or FGDs with the guardians of Al Azhar Syifa Budi Samarinda Elementary School students, from the qualitative data it will be known their preferences for services that may not be thought of by schools as service providers. .

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