



ELEMENTARY *Islamic Teacher Journal*

E-ISSN : 2503-0256 / ISSN : 2355-0155

Volume 10 Number 1 January - June 2022 (PP. 105-120)

<http://dx.doi.org/10.21043/elementary.v10i1.14183>

Diakses di : <http://journal.iainkudus.ac.id/index.php/elementary>

Operational Services for Islamic Education Subjects at Elementary School

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Abstract

Operational services have a crucial role in education to develop and improve the quality of students. Operational services for Islamic education subjects at the elementary level in Indonesia have not been maximized, so the student is still low in Islamic education subjects at all levels of education. The purpose of this article is to find out 1) the concept of operational services for Islamic Education subjects in Elementary Schools; 2) the implementation of operational services for Islamic Education subjects at Elementary Schools in Pati Regency, and 3) the supporting and inhibiting factors for the implementing of operational services for Islamic Education subjects at elementary schools in Pati Regency. This type of article is field research, namely research with natural characteristics and analytical-descriptive fieldwork. This article uses a qualitative approach. The collection technique uses observation, in-depth interviews, and documentation. The results are to explain the concept of operational services for Islamic Education subjects in Elementary Schools, the implementation of operational services for Islamic Education subjects at Elementary Schools in Pati Regency, and the supporting and to inhibiting factors for implementing operational services for Islamic Education subjects in Elementary Schools in Pati Regency.

Keywords: Operational Service, Islamic Education, elementary School

Abstrak

Layanan operasional memiliki peran penting dalam pendidikan untuk mengembangkan dan meningkatkan kualitas peserta didik. Pelayanan operasional mata pelajaran pendidikan agama Islam pada jenjang SD di Indonesia belum maksimal, sehingga siswa masih rendah pada mata pelajaran pendidikan agama Islam di semua jenjang pendidikan. Tujuan artikel ini adalah untuk mengetahui 1) konsep pelayanan operasional mata pelajaran Pendidikan Agama Islam di Sekolah Dasar; 2) pelaksanaan layanan operasional mata pelajaran PAI di SD di Kabupaten Pati, dan 3) faktor pendukung dan penghambat pelaksanaan operasional layanan mata pelajaran PAI di SD di Kabupaten Pati. Jenis artikel ini adalah penelitian lapangan, yaitu penelitian yang bersifat alamiah dan penelitian lapangan deskriptif-analitik. Artikel ini menggunakan pendekatan kualitatif. Teknik pengumpulan menggunakan observasi, wawancara mendalam, dan dokumentasi. Hasil penelitian ini menjelaskan konsep operasional pelayanan mata pelajaran PAI di SD, pelaksanaan layanan operasional mata pelajaran PAI di SD di Kabupaten Pati, serta faktor pendukung dan penghambat pelaksanaan operasional layanan mata pelajaran PAI di Sekolah Dasar di Kabupaten Pati.

Kata Kunci: *Layanan Operasional, Pendidikan Agama Islam, Sekolah Dasar*

INTRODUCTION

One of the crucial roles in education in developing and improving the quality of students is operational education services from Elementary School to Higher Education levels. The provision of quality services determines the success of building education and improving the school's quality of human resources to students (Rambat & Hamdani, 2006; Waithanji Ngware *et al.*, 2006). However, in Indonesia's education, interest, and attention to operational education services can be said to have only developed in the last decade.

Schools are educational institutions intended for school-age children, while parents and the community only act as assessors or monitors. However, it is possible if the students themselves can conduct the assessment or monitoring because they have experienced direct education and all programs undertaken by the school (Gardner, 2000). Therefore, schools must provide educational, and operational services for easily accessible and complete (Rowley, 1982; Sutisna, 1983). Schools must be able to analyze the needs of students from the smallest to the biggest for the development and progress of students.



The comparison of operational services between developed and developing countries is much different. Developed countries have integrated educational operational services with all the needs of students, such as the United States, England, Australia, Japan, and Singapore. Unlike the case with operational education services in developing countries that have not received special attention from the government. Facilities and infrastructure, curriculum, costs, educational objectives, national exams, and educational facilities are often a problem in national education.

This study examines the operational services of Islamic Education subjects at elementary schools in Pati Regency. Islamic education subject services at the elementary level in this country have not been maximized. So student mastery in Islamic Education subjects at all levels of education is still low (Hadis & Nurhayati, 2012), so the quality of education in this country, as shown by the Human Development Index (HDI), is still low (Janawi, 2011; Kunandar, 2007). Likewise, the international academic quality as a result of the Program for International Student Assessment (PISA) study, students in Indonesia are still at a lower level (Fenanlampir *et al.*, 2019; Hayat & Yusuf, 2010; Shaturaev, 2021), lost to neighboring countries, such as Singapore, the Philippines, and Malaysia (Tjiptono, 2000).

Many researchers have researched educational services. Such as Jakhongir Shaturaev state that improper infrastructure of government contribution towards public education including religious education, and limited quota in pedagogical universities lead to a shortage of teachers in rural areas. The government of Indonesia needs further educational reforms in the area of public education, teacher training, re-training program, and increasing teachers' salaries. School dropouts' shortage of well-qualified teachers; and school fees challenge the national education system in the country (Shaturaev, 2021). Besides that, JingxianZhang stated in their research that the results of the structural relationship model indicated that the influence of curriculum quality and educational service quality first leads to a change in students' perceived quality; this change in perceived quality further directly impacts loyalty and indirectly impacts loyalty via satisfaction (Zhang *et al.*, 2016). Aniek Indrawati has done research also, in her research results state that partially and simultaneously, the dimensions of service quality (reliability, direct evidence, responsiveness, assurance, and empathy) provided by educational institutions have positive and negative effect significant (Indrawati, 2011). Adie Kurbani has also researched the quality of academic services. If there is an increase



in the quality of academic services and educational facilities, student satisfaction will increase (Kurbani, 2019). Nindy Dwi Iwijayanti also researched the quality of educational services on student satisfaction. The study results can be concluded that each variable of professionalism and skill, attitude and behavior, accessibility and flexibility, reliability and trustworthiness, recovery and reputation, and credibility affects student satisfaction (Iwijayanti & Jannah, 2019). This study differs from the three studies in four main problems, namely: (a) the concept of operational services for Islamic Education subjects at Elementary Schools in Pati Regency, (b) The study was conducted at the State Elementary School in Pati Regency, and (c) Research using types of field research, with case studies, and qualitative approaches.

The purpose of this study is to find out 1) the concept of operational services for Islamic Education subjects in Elementary Schools; 2) the implementation of operational services for Islamic Education subjects at Elementary Schools in Pati Regency, and 3) the supporting and inhibiting factors for implementing of operational services for Islamic Education subjects at elementary schools in Pati Regency.

METHODS

This type of research is field research, which has natural characteristics and is analytical-descriptive fieldwork (Bernard, 2017; Giurchescu & Torp, 1991). While this research approach uses a qualitative approach, the nature of the research data is words, sentences, schemes, and pictures (Sugiyono, 2016). Qualitative research is a research tradition in the social sciences that fundamentally depends on observing humans in their area and relating to people in their language and terminology (Moleong, 2021). This study described the observed symptoms, which were not in numbers, but in the form of socio-cultural conditions in the field (Suharsimi, 2006), in the form of operational services for Islamic education subjects at Elementary Schools in Pati Regency.

The researcher researched elementary schools in Pati Regency, namely SDN Pati Wetan 01, SDN Pati Wetan 02, and SDN Pati Wetan 03, Pati, Central Java Province. This research focuses on elementary schools in Pati because the majority of teachers make efforts to improve the quality of education especially in Islamic Education.



The collection technique uses observation techniques, in-depth interviews, and documentation (Suharsimi, 2006). The validity and credibility of the data were analyzed using triangulation techniques, namely checking research data by combining observation, in-depth interviews, and documentation techniques (Sugiyono, 2008). The validity of the data is prevented through four criteria: credibility, transferability, dependability, and certainty (Moleong, 2021).

RESULTS AND DISCUSSION

a. Concept of Islamic Education Operational Service in Elementary School

The term service means to help provide everything needed by others for the act of serving (Poltak Sinambela, 2006). Service is the process of meeting needs through the direct activities of others (Bringle & Hatcher, 1996; Moenir, 1995). There are three types of services: verbal, written, and services by deeds. Service quality is determined by performance, reliability, ease of application, aesthetics, and continuity (Hasibuan *et al.*, 2019; Pham *et al.*, 2019; Poltak Sinambela, 2006). The quality of educational services is determined by consistency, responsiveness, simplicity, courtesy, respect, language that is easy to understand, reputable, safe, understanding consumers, adequate resources, and superior products (Buddy, 2000).

According to Fitzsimmons, there are five indicators of public services, namely: (a) Tangibles, namely the provision of adequate human resources and other resources, (b) Reliability, namely the provision of appropriate and correct services, (c) Responsiveness, namely the desire to serve consumers quickly, (d) Assurance, namely the attention to ethics and morals in providing services, and (e) Empathy, namely the willingness to know the wants and needs of consumers (Poltak Sinambela, 2006).

In general, the quality of educational services is also determined by the following three aspects, namely quality educational services, including businesses or activities to meet or exceed the expectations of stakeholders. The quality of educational services includes products, services, people, processes, and the environment. The quality of educational services is a condition that constantly changes. For example, what is considered service quality today may be perceived as less quality in the future.



Education is an effort to foster and develop the human person, spiritual and physical aspects. It must also occur gradually because none of God's creatures are directly created perfectly without going through a process (Muzayyin, 2003). Education is a process to understand the religion revealed by Allah, with education and which human faith is good and right, which should be done and avoided, and which are forbidden by Allah and the Prophet.

Islamic education means efforts to educate the religion of Islam or Islamic teachings and values to become the views and attitudes of one's life (Khakim & Guru, 2018). From the activity of educating the Islamic religion, it aims to help a person or group of students instill or develop Islamic teachings and values to serve as a way of life. The purpose of Islamic education is to form pious people. These namely, humans are obedient to Allah in carrying out worship by emphasizing the development of Muslim personalities, namely moral development. However, religious subjects are not replaced by moral and ethical issues (Syahidin, 2005).

According to al-Nahlawi, Islamic education is a personal and community setting to embrace Islam logically and follow the whole, both in individual life and society collectively (Masruroh, 2017). According to Muhammad Fadhil al-Jamali, Islamic education is an effort to develop, encourage and invite students to live more dynamically based on high values and dignified life (Nizar, 2002). With this process, it is hoped that a perfect student personality will be formed, both related to the potential of reason, feelings, and actions.

Ahmad D. Marimba argued that Islamic education is guidance or conscious leadership by educators on students' physical and spiritual development towards forming their primary personality (Nizar, 2002). Ahmad Tafsir defines Islamic education as guidance given by someone to someone so that he develops optimally following Islamic teachings (Muzaki & Tafsir, 2018).

Meanwhile, according to Muhaimin, the characteristics of Islamic education, namely: (a) trying to keep the faith of students to remain solid in any situation and condition, (b) trying to maintain and maintain the teachings and values contained and contained in the Qur'an and Hadith, (c) highlighting the unity of faith, science, and charity in daily life, (d) trying to form and develop personal purity as well as social piety, (e) becoming the moral and ethical foundation in the development of



science and technology and culture as well as other aspects of life, (f) The substance of Islamic education contains entities that are rational and irrational, (g) seeks to explore, develop and take ibrah from Islamic history and culture, and (h) contain diverse understandings and interpretations, thus requiring an open and tolerant attitude or the spirit of ukhuwah. Islamiyah (Irsad, 2016; Khakim & Guru, 2018; M ARIEF, 2017).

The concept of operational education services for State Elementary School Islamic Education subjects in Pati Regency, namely:

1) Types of operational services for Islamic education subjects

Based on the results of the study, researchers obtained data that the types of operational services for Islamic education subjects at State Elementary Schools in Pati Regency were carried out in three ways, namely:

a) Service is done verbally

Officers carry out oral services in public relations, information services, and other fields whose task is to provide explanations or information to anyone who needs it. For the oral service to be successful as expected, service actors must meet some conditions: (a) understanding the problems that fall within their field of duty (b) being able to explain what is needed, smoothly, and briefly. But clear enough to satisfy those who gain clarity about something, and (c) behave politely and kindly.

b) Service is done by writing

Service through writing is the most prominent service form in carrying out tasks (Huckin, 1997). The service system in this information age uses a remote service system in written form. This writing service consists of 2 (two) groups: In the state of information, instructions and the like are addressed to interested people to facilitate them in dealing with government agencies or institutions (Hall & Hord, 1987). Second, services in the form of written reactions or requests for reports, giving/submissions, notifications, etc.



As for the use of oral services, namely: (a) making it easier for all interested parties, (b) avoiding people who ask a lot of officers, (c) making things easier and saving time for both parties, both officers and parties who need services, and (d) guide people in the right direction.

c) Service is done by deed

In general, services in the form of actions are carried out by officers who have expertise and skills (Hill, 1977). In day-to-day reality, this service is inseparable from verbal services, so activities and oral services are often combined. This is because the service relationship, in general, is mainly done verbally, except specifically through written relationships caused by the distance factor.

2) Types of operational service targets

The types of operational service targets for Islamic education subjects at State Elementary Schools in Pati Regency include three main targets, namely:

a) Types of targets that are administrative

This type of administrative service is provided by the school related to document services, namely the needs of registered students, such as the need for a study certificate, the need for report books, and the need for transcripts.

b) Types of service targets related to the provision of infrastructure

Types of services related to facilities and infrastructure, namely meeting the needs of students for learning support tools, teaching aids, school tools, and so on.

c) Types of service goals related to the education model

Types of services related to the education model, namely meeting the needs of students for the availability of curriculum, the need for learning models, the need for learning methods, and the need for learning techniques.



To meet student satisfaction, operational services for Islamic education subjects at State Elementary Schools in Pati are carried out in four ways, namely:

- 1) Services are carried out efficiently. That is, every student will find it easy to manage interests with fast service because there are no barriers that are sometimes made up.
- 2) The service is carried out fairly. That is, every student gets a fair service without grumbling, insinuation or things that are not fair, and so on.
- 3) Services are provided reasonably, i.e., every student gets the same treatment in service to the same interests, in an orderly, indiscriminate manner.
- 4) Services are provided honestly and frankly. Students get honest service, meaning that if there are obstacles due to an unavoidable problem, they should be notified so that people do not wait for something that is not clear.
- 5) Services are provided efficiently and quickly, services are delivered relatively, services are provided relatively and indiscriminately, and services are provided honestly and frankly.

b. Implementation of operational services for State Elementary School Islamic Education subjects in Pati

For education users to be satisfied with the educational, the operational services carried out by the State Elementary School in Pati, the operational services are carried out as follows:

- 1) Educational and operational services at SDN Pati Wetan 01, SDN Pati Wetan 02, and SDN Pati Wetan 03, Pati District, Pati Regency aim to meet student satisfaction, so this service is carried out excellently, namely:
 - a) Services are carried out transparently, namely services are open, easy, and accessible to all parties who need them and are provided adequately and easily understood.
 - b) Services are carried out responsibly, namely services that can be accounted for under the provisions of laws and regulations.



- c) Services are carried out conditionally and according to need, namely, services that can follow the conditions and capabilities of the service provider and recipient by adhering to the principles of efficiency and effectiveness.
- d) Services are carried out transparently, and services are carried out fairly and equitably. Namely, services that can encourage community participation in implementing public services by considering the community's aspirations, needs, and expectations.
- e) Services are carried out based on a balance of rights and obligations, namely services that do not discriminate in any aspect, especially ethnicity, race, religion, class, social status, and others.
- f) The balance of rights and obligations, namely services that consider justice aspects between the giver and recipient of public services.

In carrying out operational education services for Islamic education subjects, the State Elementary School in Pati also refers to the following provisions, namely:

- 1) Certainty of service time, i.e., the expected time stipulation related to processing or completion time, delivery, delivery, guarantee or guarantee, and responding to complaints.
- 2) Service accuracy, namely service acculturation related to service reliability, is free from errors.
- 3) Politeness and friendliness, namely in providing services, personnel on the front line who interact directly with customers must give a pleasant personal touch. A pleasant personal touch is reflected through appearance, body language, and polite, friendly, lively, and agile speech.
- 4) Responsibility, which is responsible for receiving messages or requests and handling external customer complaints.
- 5) Completeness of services, namely the completeness of services concerning services' scope (coverage) for the availability of supporting facilities.
- 6) Ease of getting services, namely the ease of getting services related to the number of officers serving and supporting facilities.



- 7) Personal or personal services, namely personal services related to the space/place of convenience services, availability, data/information, and instructions.
- 8) service model variations, namely service model variations related to innovation to provide new service patterns
- 9) The convenience of getting services, namely the convenience of services related to the waiting room or service area, convenience, availability of data and information and instructions.
- 10) Using good service attributes, namely what is meant by service support attributes, in this case, are the facilities and infrastructure provided in the service process.

c. Supporting and inhibiting factors in the implementation of operational education services for Elementary School Islamic Education subjects in Pati

Excellence in service delivery will gain recognition for the quality of service that satisfies the community/customers (Kasim *et al.*, 2018). This rule is reflected in the issuance of MENPAN Decree No. 65 of 2005, which emphasizes the principles of excellent service and service quality. These joints have generally reflected the characteristics of service desired by customers, namely faster, cheaper, and better service.

One of the supporting factors in the student operational service process is the existence of a clear SOP. With clear SOPs for all teachers, especially PAI teachers and homeroom teachers, it becomes easier to conduct coaching and habituation of religious behavior. More coordinated and cooperative with all parties. Teacher professionalism is one of the supporting factors in implementing Islamic education operational services. A professional teacher is a teacher who should have the ability to design and implement various things (Fulton & Britton, 2011) with the level of student development and have the ability and skills to carry out assessment activities in learning with the best.

Supporting factors for operational education services for Islamic education subjects at State Elementary Schools in Pati, namely: There is an actual concept of



operational education services at SDN in Pati, has support from the local education office, SDN locations with student home addresses are relatively close and easily accessible, participation society is quite good, and teacher professionalism.

The inhibiting factor for Islamic education operational services is the lack of facilities and infrastructure. So far, teachers have made improvements through simple procedures and limited facilities and infrastructure. This improvement requires adequate facilities and infrastructure to realize the expected goals in its implementation (Ojeje & Adodo, 2018). These facilities and infrastructure will affect the improvement results because teachers find it challenging to make improvements. The inhibiting factors for operational services for Islamic education subjects at State Elementary Schools in Pati, namely: Facilities and infrastructure are still lacking, and there are problems with students being less open, school cooperation with students' families is lacking, and information constraints.

CONCLUSION

Based on the research results in the field, researchers can conclude that the concept of operational service education for Islamic Education subjects in State Elementary Schools consists of types of operating services, targets, and user satisfaction. Implementing operational services for State Elementary School Islamic Education subjects in Pati Regency is carried out excellently and based on existing provisions. Supporting factors in implementing operational education services for Elementary School Islamic Education subjects in Pati Regency are concepts that the education office has provided. The inhibiting factor for operational services for Islamic education subjects at State Elementary Schools in Pati is the lack of infrastructure that needs to be improved.



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