

ALHIKMAH

Jurnal Studi Keislaman

Inovasi Pembelajaran Morfologi Bahasa Arab Pada *Tashrif Lughawi* Dengan *Finger Gymnastic*

Moh. Ali Qorror Al-Khasy dan Kamal Yusuf

Dari Radikal-Ekstrimis Ke Moderat Islam: Membaca Pergeseran Faham Moderat Pada Kelompok Mantan Teroris di Indonesia

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Measuring Participants' Satisfaction of "Sekolah Orang Tua" Using Service Quality Method in the Healthy and Non-Additives Food Making Course

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Adalah Jurnal yang terbit dua kali dalam setahun, yaitu bulan Maret dan September, berisi kajian-kajian keislaman baik dalam bidang pendidikan, hukum, politik, ekonomi, sosial, maupun budaya.

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MEASURING PARTICIPANTS' SATISFACTION OF "SEKOLAH ORANG TUA" USING SERVICE QUALITY METHOD IN THE HEALTHY AND NON-ADDITIVES FOOD MAKING COURSE

Budiyono Saputro¹

Abstract: *This research aimed to satisfaction response of student's parents/guardians who join "Sekolah Orang Tua" (literally: Parent School) of Integrated Islamic Early Childhood Education Zaid Bin Tsabit Ambartawang, Yayasan Pendidikan Al-Qur'an Sirojudin Ikhsan, Mungkid District, Magelang Regency, Indonesia to The Healthy and non-Additives food Making Course in the form of preservative-free banana nugget and sugar-free infused fruit water which is adjusted to local fruits. This satisfaction response can be measured using Service Quality (Servqual) method. The research results indicate that in Responsiveness and Empathy dimensions, no decrease is found between perception and expectation, hence they have positive (+) sign. It means the student's parents/guardians show satisfaction response. For Tangibles, Reliability, and Assurance dimensions, decreases are found between perception and expectation, leading to them getting negative (-) signs. This dissatisfaction response shall be the benchmarks for instructors in the course to refine the dimensions and their supporting attributes such as: (1) content, (2) tools, materials and media, (3) venue of event, and (4) appropriate and effective duration of event.*

Keywords: *parents school, satisfaction response, service quality method.*

Introduction

The unhealthy snacks massively distributed around schools have been a serious concern for school administrators and student's parents/guardians. This is due to the potential harm they may cause to children's health. Integrated Islamic Early Childhood Education Zaid Bin Tsabit Ambartawang, Mungkid District, Magelang Regency, Indonesia is one of those schools which take this phenomenon seriously. Their concern for the enthusiasm of the school administrator and participants of "Sekolah Orang Tua" (SOT) or, in English, Parent School (PS) in attending the course on making healthy and Non-additives food. The The Healthy and non-Additives food Making Course was intended to make healthy foods available within the environment of Integrated Islamic Early Childhood Education Zaid bin Tsabit and it consists of the following stages: (1) field observation, (2) Focus Group Discussion (FGD) with Instructors, (3) coordination with the "Parent School" of Integrated Islamic Early Childhood Education Zaid bin Tsabit, and (4) counseling of the danger of additives and practice of making healthy, preservative-free foods. To solve this problem, Parenting Course Program had been done to understand the parent's needed. Parenting Course Program was detained on once in a semester for guiding the parents to understand about food and psychology of their children.

The relevance of "Parent School" participants in attending The Healthy and non-Additives food Making Course is tightly related with their satisfaction in the implementation of this event. The opinions have been offered on the definition of customer satisfaction, including Cronin² and Simamora³ who argued that satisfaction is

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² J.J. Cronin, "Measuring Service Quality: A Reexamination and Extension," *Journal of Marketing* 06 (1992): 55-68.

an evaluative term which describes an attitude of like or dislike. According to Vazques,⁴ satisfaction was a response to what is felt between prior expectation and the actual performance experienced after use. Meanwhile, according to Hayers⁵ and Swastha,⁶ customer satisfaction is an individual's desire encouragement directed towards the goals of getting satisfaction. In this case, it was important to note that this desire should be created or encouraged before fulfilling the motif. The sources which encourage the creation of desire to fulfill the motif may varied, depending on oneself and their environment. According to Kotler⁷, satisfaction is one's feeling regarding pleasure, or might be disappointment. Meanwhile and Gerson states that customer satisfaction is the fulfilled customer's expectation. On the contrary, if a product fails to satisfy the customer, it will make them disappointed. According to Kotler and Kevin⁸, customer satisfaction is an individual's happy feeling, or it can be an individual's disappointed feeling, after comparing the product thought to the performance expected by that person.

Based on many expertise's opinions on the definitions of customer satisfaction, it could be concluded that customer satisfaction is the response from someone or a customer to a product with happy or disappointed feeling. This happy or disappointed feeling is the positive or negative expression from the customer's heart. Customer satisfaction can be spread through *word of mouth* communication to others⁹. Zedda, M., Bernardelli, S., Maran, D.A.¹⁰ Student satisfaction related to group work learning methods.

According Sari¹¹, a customer prioritizes quality was better. It was supported by Chang¹² who suggested that *Servqual Method* is a method used to measure the quality of product/service received by student's parents/guardians. Meanwhile, Parasuraman¹³ and Mehta¹⁴, *Servqual* method figured out by comparing the perception towards product/service and the reality they receive or obtain and what actually they expect or want. Healthy food should had some criteria, which contained carbohydrate, protein, fat, vitamin, mineral and water¹⁵. Having made the healthy and non-additives foods, student's parents/ guardians could provide healthy food intake and vary their food menus as sources of energy, substances which build and regulate the body to be consumed by their children.

³ H. Simamora, *Manajemen Sumber Daya Manusia* (Yogyakarta: STIE YKKPN Yogyakarta, 2006).

⁴ Vazques, "Expectations: A Comparison Standard in Measuring Service Quality; An Assasment and Reassasment," *Journal of Marketing* 58 (2001): 132–39.

⁵ B. Hayers, *Measuring Costumer Satisfaction* (Milwauke WI: ASQ Quality Press, 1988).

⁶ B. Swastha, *Azas-Azas Marketing* (Yogyakarta: Liberty, 2000).

⁷ P. Kotler, *Manajemen Pemasaran: Analisis, Perencanaan, Implemntasi Dan Kontrol* (Jakarta: PT. Prenhallindo, 2000). 36

⁸ P Kotler and Kebin.: :LK, *Manajemen Pemasaran* (Jakarta: Indeks: Jakarta, 2007). 177

⁹ P. Kotler, *Manajemen Pemasaran Di Indonesia: Analisis, Perencanaan, Implementasi Dan Pengendalian* (Jakarta: Salemba Empat, 2001).

¹⁰ M Zedda, S Bernardelli, and D.A. Maran, "Students' Satisfaction with the Group Work Method and Its Performance Evaluation: A Survey in an Italian University," *International Journal of Instruction* 10, no. 3 (2017): 1–14.

¹¹ A Sari, "Tingkat Kepuasan Konsumen Pada Mutu Pelayanan Rumah Makan (Studi Pada RM. Jawa Deli, RM. Putri Minang Dan RM. Tak Bernama Di Kampung Susuk Medan.," *Jurnal Keuangan Dan Bisnis*, no. 148□159 (2012).

¹² T.Z Chang, "Market Orientation, Service Quality and Business Profitability; A Conceptual Model and Empirical Evidence.," 1988 12246□264. (n.d.).

¹³ A Parasuraman, *A Conceptual of Model Service Quality and Its Implications of Future Research*, n.d.

¹⁴ Mehta, "A Service Quality Model Based on Ideal Value Standard .Vol. 14: 244□271.," 2000 244–271 (14AD).

¹⁵ N.I. Liputo, *Menu Beragam Bergizi Dan Seimbang Untuk Hidup Sehat. Sumatra Barat*. (Medan: Universitas Andalas Press, 2007).

The objective of this research is to identify the satisfaction response of student's parents/ guardians who join "Sekolah Orang Tua" (literally: Parent School) of Integrated Islamic Early Childhood Education Zaid Bin Tsabit Ambartawang, Yayasan Pendidikan Al-Qur'an Sirojudin Ikhsan, Mungkid District, Magelang Regency, Indonesia due to The Healthy and non-Additives food Making Course in the form of preservative-free banana nugget and sugar-free infused fruit water which is adjusted to local fruits. Novelty on this research, The The Healthy and non-Additives food Making Course was held frequently rather than Parenting Course Program, so it can increased the customer's satisfaction. The customers satisfaction was identified by *Servqual* Method.

Method

This research used *Service Quality (Servqual)* method as in Parasuraman¹⁶. *Servqual* Method was the one to figure out the quality criteria which should be improved in products/services based on the occurring gap between perception and expectation of the customers, in this case the student's parents/guardians. Furthermore, this method consists of two parts, namely: (1) assessment, i.e. by spreading questionnaire to all participants who state their perception and expectation and (2) weighing, i.e. by distributing questionnaire to all participants and assigning certain weights. The data was analyzed by gap analysis of perception and expectation, and then it was applied to the gap between expectation and perception, from the perspective of student's parents/guardians participating in "Parent School" in Integrated Islamic Early Childhood Education Zaid Bin Tsabit Ambartawang, Mungkid, Magelang, Indonesia.

Results

Results of analysis of satisfaction level of Parent School's participant in The Healthy and non-Additives food Making Course was showed in Table 1.

Table 1

Result of Gap Analysis per Dimension towards Product/Service in Making Additives-Free Foods.

Dimension	Attribute	Indicators	Perception	Expectation	Gap	Note
Tangibles	1	Content of healthy food making course.	3.40	4.00	-0.6	-
	6	Tools and materials used in the practice of making healthy food.	3.23	4.00	0.77	-
	8	the practice of making healthy food.	2.93	4.00	1.07	-
	9	Venue of practice in making healthy food.	2.93	4.00	1.07	-
		Supporting media of practice in making			-1.0	-

¹⁶ Parasuraman, *A Conceptual of Model Service Quality and Its Implications of Future Research*.

		healthy food.			7	
		Total	12.49	16.00	-	-
					3.5	
					1	
Reliability	2	Presentation of content of healthy food making.	3.27	4.00	-	-
	3	Time duration in making healthy food.	2.93	4.00	0.7	-
	4	Instructor of Healthy and non-Additives food Making Course	3.40	4.00	3	-
	1	The method used by instructor in making healthy foods.	3.07	4.00	-	-
		Total	12.67	16.00	-	-
					3.3	
					3	
Responsiveness	11	Schedule of Healthy and non-Additives food Making Course.	4.00	4.00	0.0	+
	12	Response from instructor to the content on making healthy foods.	4.00	4.00	0	+
		Total	16.00	16.00	0.0	+
					0	
Assurance	5	Implementation of the making of healthy food.	3.40	4.00	-	-
	7	Result of the practice in making healthy foods.	3.20	4.00	0.6	-
	5	Evaluation in Healthy and non-Additives food Making Course	4.00	4.00	0	+
		Total	10.60	12.00	-	-
					1.4	
					0	
Empathy	13	Involvement in	4.00	4.00	0.0	+

	Healthy and non-Additives food			0	
14	Making Course.	4.00	4.00		+
	Information on			0.0	
	Healthy and non-Additives food			0	
	Making Course				
	Total	16.00	16.00	0.0	+
				0	

(Source: Research Result in 2018)

In reference to the results as presented in Table 1, from the calculation of *servqual* regarding the satisfaction of student's parents/guardians towards the implementation of event in making healthy, additives-free foods, out of the five dimensions, 3 (three) dimensions have positive (+) responses. This was three dimensions consists of responsiveness, assurance and empathy. In the responsiveness dimension, "Parent School" participants were satisfied with the course schedule and the response from instructor to the content of making healthy foods. Meanwhile, in assurance dimension there is one positive (+) response from the Parent School participants, i.e. they were satisfied with the evaluation Healthy and non-Additives food Making Course, and in the empathy dimension, there are two positive (+) responses, i.e. "Parent School" participants were satisfied with the involvement and information in Healthy and non-Additives food Making Course.

The results of this research reveal that the product/service was responded to negatively (-) by the "Parent School" participants in the tangibles and reliability dimensions. Table 2 shows the results of total *servqual* gap per dimension.

Table 2.

Result of Total *Servqual* Gap per Dimension

No	Dimension	Perception	Expectation	Gap	Note
1	Tangibles	12.49	16.00	-3.51	-
2	Reliability	12.67	16.00	-3.33	-
3	Responsiveness	16.00	16.00	0	+
4	Assurance	10.60	12.00	-1.40	-
5	Empathy	16.00	16.00	0	+

Based on the results presented in table 2 in the form of *Servqual* calculation of the satisfaction of student's parents/guardians to the event implementation in making additives-free foods from the gap between perception and expectation, a satisfaction response is characterized by positive (+) sign and a dissatisfaction to a product/ service given is characterized by negative (-) sign. In more detail, the gap found of the five dimensions are as follows: (1) tangibles dimension has a gap of -3.51, (2) reliability dimension has a gap of -3.33, (3) responsiveness dimension has a gap of 0, (4) assurance dimension has a gap of -1.40, and (5) empathy dimension has a gap of 0.

Discussion

The analysis and explanation on the cause of satisfaction and dissatisfaction of student's parents/guardians towards the implementation of The Healthy and non-Additives food Making Course as can be seen from the dimensions and attributes in table 1 are as follows.

1.1 Tangibles dimension, of all the gap calculation, negative (-) result was obtained for this. This was possibly related to the tangibles. First, the content was new and unknown to student's parents/guardians, thus they think it was weird and need more knowledge in the course (attribute 1). Second, the tools and media in The Healthy and non-Additives food Making Course need to be introduced first prior to course. It is caused student's parents/guardians rarely use them, hence they found some difficulties in using those (attributes 6 and 9). Finally, the venue of course did not support the event (attribute 8). For the condition, Sarjono¹⁷ suggested to refine the content to match the customer (student's parents/guardians) level and to use simpler tools and materials which can be used more easily and commonly used in daily life. This way, it will facilitate parents/ guardians to receive the content and supported by the tools and materials they are familiar with from their daily life.

Figure 1 showed that the content of The Healthy and non-Additives food Making Course became the main problem in the "Parent School" participant's dissatisfaction. It was followed by the tools and materials and venue of The healthy and non-additives Making Course. Thus, the main priority for the "Parent School" participant's expected satisfaction was refined or found solutions on the content, tools and materials, venue of course and supporting .

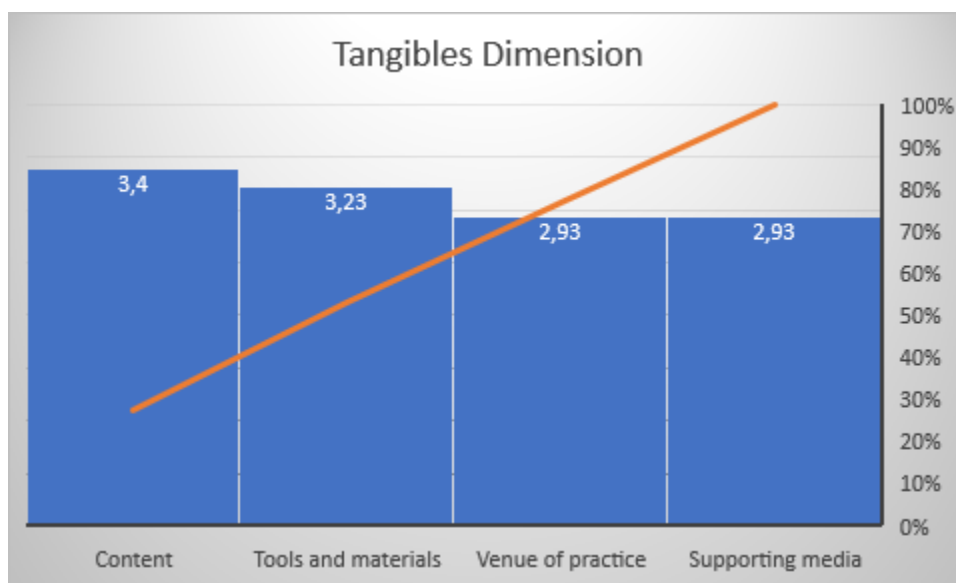


Figure 1.
Histogram of Satisfaction for Tangibles Dimension

The refinement to achieve satisfaction to the event ought to be based on need analysis of "Parent School" participants. It was suggested by Gaspers¹⁸ who stated that several issues one needs to consider to improve the service quality are complete facilities, easy access to service, convenience and other supporting attributes.

¹⁷ H Sarjono, "Servqual Dalam Pelayanan Kelas Pada Laboratorium," *Jurnal Bisnis Bussines Review* 44, no. 404-417 (2014).

¹⁸ V Gaspers, *Continuous Cost Reduction Through Lean Six Sigma Approach* (Bogor: Grafika Mardi Yuana. Bogor., 2006).

1.2 The second dimension, i.e. reliability, of all calculations of gap, the first domain has negative (-) result. This could be related to the first dimension, particularly in attribute 1 (content) which has something to do with the second dimension in attribute 2 (presentation) which would have some influence on attribute 3 (time duration of course). In attribute 4 of the second dimension, the satisfaction to the instructor is influenced by attributes 2, 3, and 1 and in all of the first domains it is influenced by attributes 1, 6, 8 and 9. For such a circumstance, the instructor's reliability in preparing and making a product/service should be improved to achieve better satisfaction from student's parents/guardians to Healthy and non-Additives food Making Course. Figure 2 showed The histogram of Satisfaction for Reliability Dimension of The Healthy and non-Additives food Making Course became the main problem for "Parent School" participants' dissatisfaction.

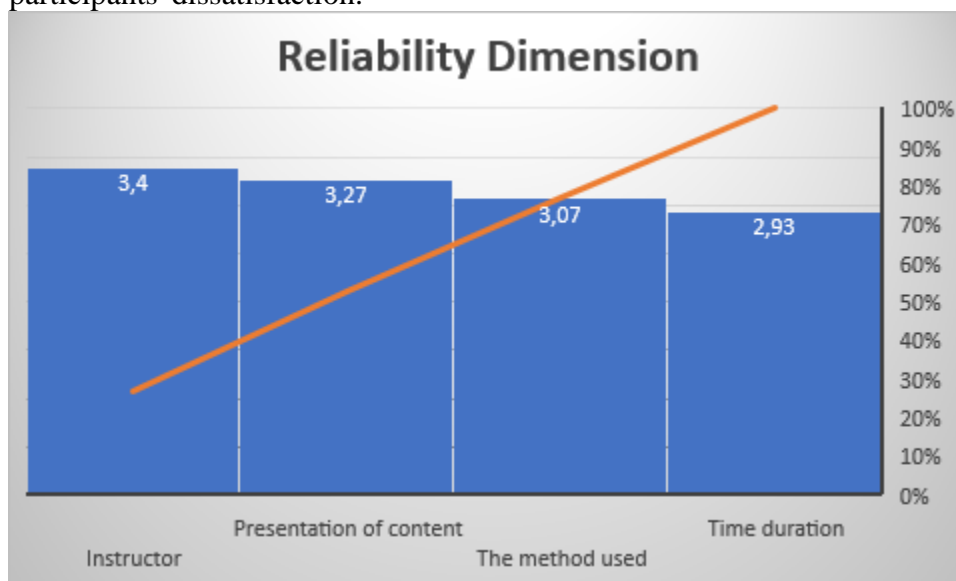


Figure 2.
Histogram of Satisfaction for Reliability Dimension

The next indicator consisted presentation and instructor's method and time duration of Healthy and non-Additives food Making Course. Based on Figure 2, the main priority in order for the expected satisfaction in The Healthy and non-Additives food Making Course for "Parent School" participant achieved find alternative instructors, content presentations and instructor's method and time duration in Healthy and non-Additives food Making Course.

The improvement made to achieve customer satisfaction ought to be based on "Parent School" participant's need analysis. It was consistent with the research conducted by Riadi & Nugraha¹⁹ who found service quality, price, product and place had a collective influence on customer satisfaction. The magnitude of influence is amount of 51.1%. This research had a consequence and indicated that some variables could influence individually customer satisfaction as shown by the service quality and place variables. The questions was about what the solutions which could be choose to give strategy to motivate, media development as adjusted with customer need.

¹⁹ S. R.M Riadi and H Nugraha, "Analisa Pengaruh Kualitas Pelayanan, Harga, Produk Dan Tempat Terhadap Kepuasan Pelanggan (Studi Kasus Di Idola Fashion Cipeundeuy)," *Jurnal Trend Tech 2*, no. 22-30 (2017).

1.3 The third dimension was responsiveness. The entire calculations of gap, this dimension has positive (+) result. It was caused by the schedule matches the activities of student's parents/guardians setting can be seen from attribute 11 and the instructor's evaluation of the content presented by considering the successfully made product/service without previously considering the supporting dimensions and attributes in the form of tangibles and reliability which will influence the result. According Mustami & Safitri²⁰ satisfaction can increase motivation. It is related to the responsiveness.

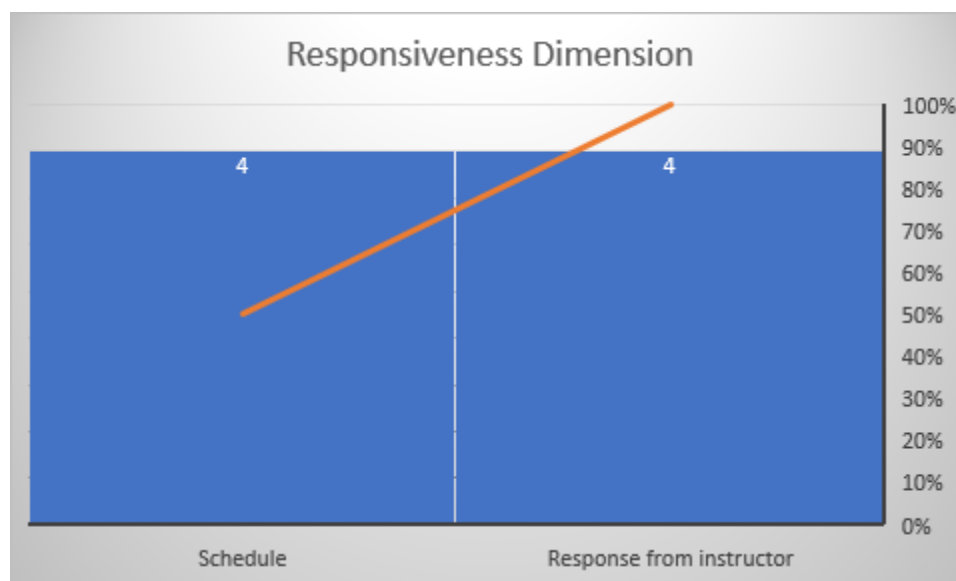


Figure 3.
Histogram of Satisfaction for Responsiveness Dimension

Figure 3 indicated that the schedule setting of The Healthy and non-Additives food Making Course is as expected by student's parents/guardians. Similarly, the instructor's evaluation indicator is as expected by student's parents/guardians. In setting the schedule of The Healthy and non-Additives food Making Course ds, prior communication has been made between the administrators and all "Parent School" participants. All "Parent School" participants are involved in the instructor's evaluation process in Healthy and non-Additives food Making Course. It was confirmed by Wardhani²¹ who found if responsiveness was one of determinant factor of satisfaction for customers.

1.4 The fourth dimension is assurance. The entire calculations of gap, this dimension has negative (-) result. It was caused in first attribute concerned for the achieved result in relation to the prior dimension and supporting attributes in the form of tangibles and

²⁰ M.K Mustami and D. Safitri, "The Effects of Numbered Heads Together-Assurance Relevance Interest Assessment Satisfaction on Students' Motivation. International," *Journal of Instruction* 11, no. 3 (n.d.): 123–34.

²¹ K. Wardhani, "Pengukuran Tingkat Kepuasan Konsumen Jasa Penerbangan (Studi Kasus Pada Jasa Penerbangan Garuda Indonesia SemarangJakarta)," *Jurnal Studi Manajemen Dan Organisasi* 3, no. 1 (2006): 40–63.

reliability of implementation, it did not relate any responsiveness since it has nothing to do with an assurance and the assurance itself is a result of perception by the instructor with the suitability of the set schedule is designed based on mutual agreement and unilateral evaluation from the instructor towards the presented content. The attribute influences attributes 5 and 7, a form of satisfaction towards the course implementation and a form of evaluation performed by the instructor. According Rezaee, et.al. (2018) results reveal that there is a moderate positive correlation between teacher work satisfaction and their performance. In addition, it was found that supervision is a significant predictor of teacher performance.

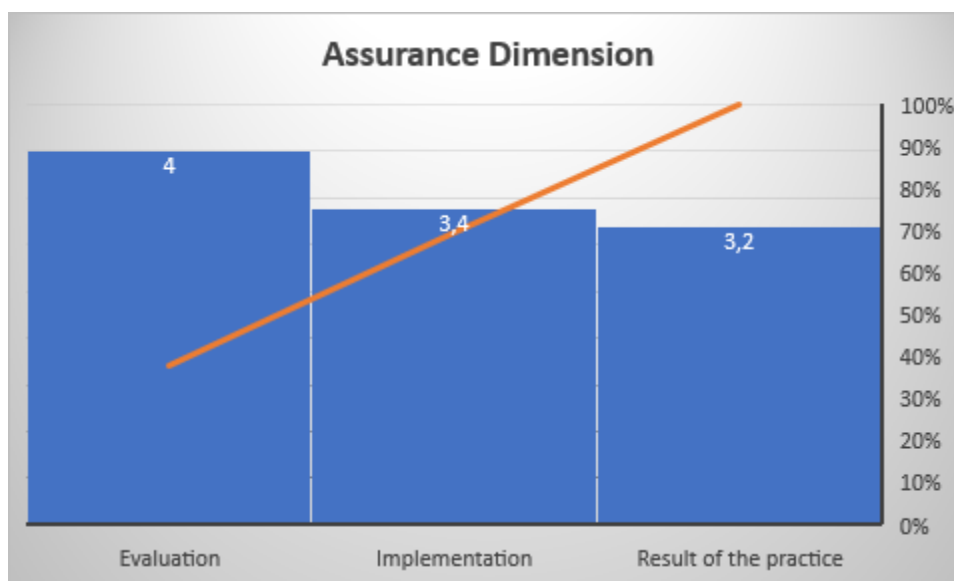


Figure 4.
The histogram of Satisfaction for Assurance Dimension

Figure 4 showed the histogram of Satisfaction for Assurance Dimension, it indicated that the evaluation of content the healthy and non-additives foods making course became the main source of dissatisfaction for “Parent School” participants. The next indicator was implementation and practice output of Healthy and non-Additives food Making Course. Based on Figure 4, the main priority in order to achieve the “Parent School” participant satisfaction improved the evaluation tools and the implementation of Healthy and non-Additives food Making Course. The improvement ought to give “Parent School” participants a chance to give some advices or inputs on the implementation of course to the administrator. It was consistent with Santoso²² who found that the customer satisfaction was one of sense after comparing the service he/she receives and his/her expectation. Hence, it was important to do some evaluation in order to fulfill the customer’s expectation.

1.5 The fifth dimension is empathy. The calculations of gap, the dimension hasd positive (+) result. It was caused of attribute 13. The attribute took the form of student’s

²² Santoso Megawati et al., *Kerangka Kualifikasi Nasional Indonesia*, ed. Yusring Baso, First Edit (Jakarta, Indonesia: Kemenristekdikti, 2015); H. Santoso, “Meningkatkan Kualitas Pelayanan Industri Jasa Melalui Pendekatan Integrasi Metode Servqual-Six Sigma Atau Servqual-QFD,” *Jurnal UNDIP* 1, no. 1 (2006): 85–106.

parents/guardians' active involvement in attending the course. They asked and answered some questions one another regarding by the healthy and non-additives foods making course. It contributed to this positive result is attribute 14. The attribute had something to do with the information provided by the administrator. The information enriches student's parents/guardians' knowledge thus they achieve the satisfaction response since it is helpful in contributing to their new knowledge in making healthy foods. According Unal & Unal²³ teacher satisfaction related to setting the class condition (empathy). Filippou, et. al.²⁴ students' satisfaction relates positively to self-esteem. It means that students' involvement can demonstrate the satisfaction of an activity. Al-Zoubi & Abdel Rahman²⁵ Gifted and talented student satisfaction is influenced by student relationships. Koutrouba, K & Michala, M.²⁶ teacher satisfaction professionally when able to establish rules of conduct and communication in classrooms they effectively provide good education services.

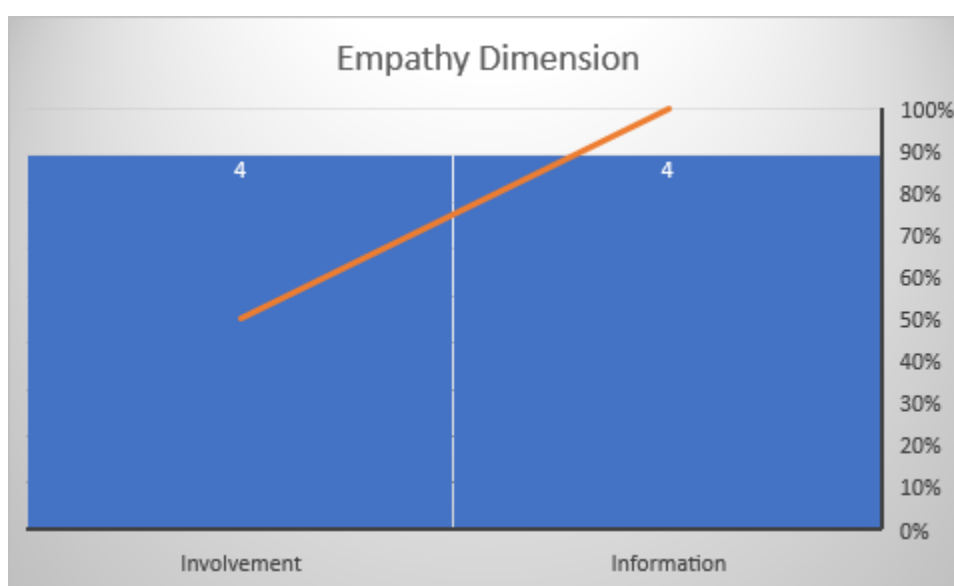


Figure 5.

The histogram of Satisfaction for Empathy Dimension

The histogram of Satisfaction for Empathy Dimension showed in Figure 5. It explained the information on The Healthy and non-Additives food Making Course was expected by student's parents/guardians. All "Parent School" participants who are also student's parents/guardians are involved in The Healthy and non-Additives food Making Course and obtain the same information from the "Parent School"

²³ Z Unal and A. Unal, "Comparison of Student Performance, Student Perception, and Teacher Satisfaction with Traditional versus Flipped Classroom Models. International," *Journal of Instruction* 16, no. 11 (2017): 145-164.

²⁴ "Interdisciplinary Greek Traditional Dance Course: Impact on Student Satisfaction and Anxiety. International Journal of Instruction.," *Filippou, F. Rokka, S Pitsi, A Gargalianos, D., Bebetos, E., & Anastasia Filippou, D.* 11, no. 3 (2018): 11, 363-374.

²⁵ S. M Al-Zoubi and M.S.B Abdel Rahman, "Talented Students' Satisfaction with the Performance of the Gifted Centers.," *Journal for the Education of Gifted Young Scientists* 4, no. 1 (2015): 1-20.

²⁶ K Koutrouba and M. Michala, "Professional Satisfaction of Secondary Education Teachers: The Case of Greece," *International Journal of Instruction* 10, no. 2 (2017): 85-102.

administrators. It was consistent on Istijanto²⁷ who found that the higher the quality of service given to customers, the more satisfied the customers would be. It also was supported by Syahputra,²⁸ who found that service quality that had significant influence on customer satisfaction.

Based on the analysis of the five dimensions above, out of these five dimensions two dimension factually have positive (+) responses and three dimensions have negative (-) responses from “Parent School” participants of Integrated Islamic Early Childhood Education Zaid Bin Tsabit. It saved the satisfaction of student’s parents/guardians who join “Parent School” in the Integrated Islamic Early Childhood Education Zaid bin Tsabit Ambartawang, Mungkid, Magelang, Indonesia to the The Healthy and non-Additives food Making Course need some improvement in order to give greater extent of satisfaction to student’s parents/guardians.

It was consistent by Widodo²⁹ who suggested all dimensions and attributes of dimensions should have been synchronized, meaning that between perception and expectation should be similar or exceeding without any deficiency which results in the product/service needing to be improved. Coherent by Santya Paramita, et al.³⁰, their research showed when a service lacks quality to fulfill the customer needs and expectation, an improvement was needed. The attribute or indicator which had the greatest negative gap needs to be improved from such aspects as human resources, content, method and tools.

Conclusion

The satisfaction of student’s parents/guardians who join “Parent School” towards the The Healthy and non-Additives food Making Course making course had not been achieved well. It could be seen by the five dimensions and each of their supporting attributes which mostly decrease between perception and expectation which result in a gap with negative (-) sign. In details, the research results indicate that in Responsiveness and Empathy dimensions had no decrease occurred between perception and expectation, thus they have positive (+) sign. It meant student’s parents/guardians show satisfaction response. Concerning by Tangibles, Reliability, and Assurance dimensions, decreases occur between perception and expectation, hence they have negative (-) signs. It meant the student’s parents/guardians shows dissatisfaction response. The dissatisfaction response becomes the benchmark for the instructor in the course to refine the dimensions and their supporting attributes, such as: (1) content, (2) tools, materials and media, (3) venue of event, and (4) appropriate and effective durations of event.

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²⁷ Istijanto, *Aplikasi Praktis Riset Pemasaran Plus 36 Topik Riset Pemasaran Siap Terap* (Jakarta: PT. Gramedia Pustaka Utama, 2005).

²⁸ A. Syahputra, “Analisis Pengaruh Kualitas Pelayanan Terhadap Kepuasan Pelanggan Pada Penginapan Kurnia Pasir Pengaraian” (Universitas Pasir Pengaraian, 2015).

²⁹ H Widodo, “Analisis Kualitas Pelayanan Terhadap Kepuasan Mahasiswa Program Studi Pendidikan Guru Sekolah Dasar” (Yogyakarta, 2013).

³⁰ M. Santya Paramita, W.A Prima Dania, and D.M. Ikasari, “Penilaian Kepuasan Konsumen Terhadap Kualitas Pelayanan Menggunakan Metode Servqual (Service Quality) Dan Six Sigma (Studi Kasus Pada ‘Restoran Dahlia’ Pasuruan),” *Jurnal Industria* 4, no. 3 (2015): 102–15.

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Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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 - ¹ Hasan Langgulung, *Beberapa Pemikiran tentang Pendidikan Islam* (Bandung: Al Ma'arif, 2000), 215.
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