

# Quality Management of Islamic Educational Institutions Service: A Study of Customer Satisfaction Analysis in Madrasah Ibtidaiyah Al-Husna Ciledug Tangerang City

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**Abstract** - Management is a staple component that cannot be separated from Islamic educational institutions. Without management, the purpose of the institution cannot be realized optimally, effectively, and efficiently. Problems in educational institutions, usually dealing with the service to the customers of Islamic education. This research is a qualitative research aimed to know about planning, organizing, implementation and evaluation of the quality management of Islamic education services. This research method uses quantitative approach, in the process of data collection is carried out in four types of data collection techniques, namely observation, interview, documentation, and questionnaire. The results of the calculation of customer satisfaction of Islamic education, in order to get a satisfaction index of 71% of the services provided by Madrasah Ibtidaiyah Al-Husna Ciledug, so that it must make improvements in the quality of service, this is because in the calculation of the overall servqual gap value still shows a negative value of -0.71 to the service provided by Madrasah Ibtidaiyah Al-Husna Ciledug. Improvement of service quality is carried out on attributes that have the highest gap. The purpose of improving the quality of service so that the satisfaction of parents as customers of Islamic education can be accommodated.

**Keywords:** Customer Satisfaction, Madrasah, Quality Management Service

## I. INTRODUCTION

In family life, organizing, community and nationalization, management is the first effort so that a common goal can be achieved. Education is an important part of human life and should receive great attention in management. For a nation or country, a good level of education is no exception to the development of Islam. In Islam, education must be managed and implemented to the fullest. The implementation of Islamic education is a means to improve the quality of human life in moral, material and spiritual situations left behind.

In the world of education, quality can be seen as an effective tool in fighting for the existence of educational institutions. Basically, quality can help in winning the competition of educational institutions that are increasingly mushrooming. But with the same quality, it is no longer the main guarantee in competing. In order to win the competition, educational institutions must look at the dimensions of quality of educational services slickly. When observed more closely, the problem of service quality

satisfaction and satisfied consumers of education becomes very important for educational institutions. Similarly, educational institutions need to pay attention to some things that need to be addressed, such as how to strengthen the quality of services and their impact on the satisfaction of educational customers and their behavior after using educational services provided by educational institutions. One of the problems in the field of education is the low quality of education. This is in the results of research from Muhammad Idrus in the journal psychopedagogia mentioned that the low quality of education is caused by uneven education services (Idrus, 2012). Many factors determine the low quality of education, one of which is the process of providing educational services that are still far from expected. On the one hand the provision of educational services is not the most appropriate method; on the other hand the development of science and technology as well as the social needs of people who become educational customers is also increasing. Usually with the support of various unique products, physical services are provided in the form of administrative services and training services. The main product of this problem is usually a special service.

In general, total service quality defines a service as a job done by someone on behalf of others. Yogi Pramana and Rastini (2016) in their research explained that the quality of service has a positive impact so as to increase customer confidence. At the same time, Prasetya Wibawa and Muhammad Husen Ghazali (2015) in their research showed that quality and sustainable service quality can improve consumer enjoyment and ultimately bring benefits. However, it is not easy to understand how to assess the quality that consumers receive. This is due to the quality of service produced in the factory production process, which is then delivered to the consumer and the quality of the materials. Most of the quality of service allocated in the service delivery process is done through communication between customers, and there is personal communication with the service provider.

The essence of high quality service is to strive to provide the best customer service in accordance with the interests of customers or users, so as to provide the most satisfaction. If we can demonstrate good and coordinated skills, attitudes,

appearances, attention, actions and responsibilities, then we can strive to provide the best service. In the era of globalization, quality is considered one of the tools to gain competitive advantage. Because quality is one of the main factors that determine the idea of consumer products and services. According to Crosby (1979), quality is considered a requirement of meeting or conformance to requirement. These requirements are the requirements of consumers, not companies.

The emergence of madrasah (Islamic education) is considered an important sign of the positive development of Muslim cultural achievement, because education is so sustainable with Islamic phenomena that reflect the perfection of science, intellectuals, and cultural literacy. Therefore, pride in madrasah arises because madrasah institution has the characteristic "trade mark" in the eyes of the community. However, until now the existence of madrasahs in Indonesia is very different from the resounding achievements of Islam in the past.

The main problem facing Madrasah is usually the subject of intergroup discussion, especially in terms of quality, especially in private Madrasah. On the other hand, as mentioned above, the existence of the policies of the three ministers of the joint decree (SKB), the SKB caused controversy about alternative dilemmas. That is, first, the quality of religious education must be maintained, second, required to be able to conduct a quality and quality education similar to that of a public school.

According to data and information obtained by researchers, Madrasah Ibtidaiyah Al-Husna Ciledug Tangerang city has always been committed to maximizing educational services, one of which is by improving services from economy class to business class. Madrasah Ibtidaiyah Al-Husna Ciledug Business Class Tangerang city not only refers to the business concept, but expands the service from half-day learning activities to full-time, full AC classes, as well as using information technology in each class, catering healthy food as well as matching students' interest in extracurricular activities.

In teaching and learning activities there are several supporting activities that depend on the talents and interests of Madrasah Ibtidaiyah Al-Husna Ciledug Tangerang City, such as simple research, science surgery, tourism, mass media subscriptions, days, English day, Arabic day and various extracurricular activities.

This research was conducted to find out how the performance of educational services can meet the interests, desires and needs of students. This needs to be done to get correct and valid information about the inequality of education services as demonstrated by Madrasah ibtidaiyah Al-Husna Ciledug in Tangerang. The information can be used as input for pesantren managers in an effort to improve quality based on the understanding of direct users of madrasah education services, thus making madrasah

Ibtidaiyah Al-Husna Ciledug Tangerang city as an educational institution that can be considered because it can be said to be very good and to meet the demand from internal customers and external customers. Based on the background explanation, the researchers were interested in writing a journal titled "Quality management of Islamic Education Service (Study of Quality analysis of Islamic education service in madrasah ibtidaiyah Al-Husna Ciledug Tangerang City)".

## II. LITERATURE REVIEW

Management is the organization's primary power to implement and manage human and material resources. In any organization, management is an important factor in achieving goals and achieving success. James F. Stoner points out that management is a method of planning, organizing, and using institutional resources to achieve certain goals. Robert Kritiner states that management is an activity that passes others to achieve goals in a changing environment.

Harold Koontz and Heinz Weihrich say that management is the process of designing and determining an environment where one person can work together as a team, and the team hopes that efficiency becomes an important goal. Lawrence A. Appley states in his book "Arun Kumar and Sachana Sharma" that management is the only way to achieve goals through the efforts of others.

At the same time, according to Mary Parker Follet in her journal Novi Erlita (2018) stated that management is a talent, as it requires special skills to work through others. From the understanding of these scientists it can be concluded that management refers to the knowledge and skills that govern the process of maximizing the use of human resources and other resources in a practical way to achieve the specified goals.

Service is any action or activity that may be provided by another party, in principle irrelevant and has no ownership. Production can be connected or not physically related. Fandy Tjiptono explains Total Quality Service is a management system that uses all components of the company, which uses qualitative and quantitative methods to continuously improve all company processes. The goal is to meet the needs, desires or expectations of customers and can even exceed customer expectations.

Stamatis D.H, an integrated strategy recommendation and management system for the development of a total quality service draft, which includes all management elements and employees who use qualitative and quantitative methods to improve the service process to meet the needs and expectations of consumers. This difference in perception or impression and expectation or expectation is what underlies the concept of gap (perception-expectation gap) which is used as the principle of service quality comparison (SERVQUAL), namely the quality of service measured in five forms, namely,

1. Tangible,
2. Realiability,
3. Responsiveness,
4. Assurance, and
5. Empathy.

### III. MATERIALS AND METHOD

This research was conducted at Madrasah Ibtidaiyah Al-Husna located in Ciledug Tangerang City, which became the object in this study is the guardian of students who use Islamic education services. This research is quantitative method. According Sugiyono (2016) called quantitative method because the research data in the form of figures and analysis in the form of statistics. Quantitative approach uses to achieve data on satisfaction of education services received by parents as education customers through students who are leave it to Madrasah Ibtidaiyah Al-Husna Ciledug Tangerang City.

After the data is obtained, the next step is to quantitative analysis is carried out with descriptive techniques by processing the data of one variable. As for the population in this study are all parents who become customers of Islamic education in Madrasah Ibtidaiyah Al-Husna Ciledug in 2020 which numbered 788 people. In determining the number of Samples taken used the formula Issac and Michael through (in his sugiyono book) a table with a disability rate of 5% , after calculated the number of samples used as many as 245 parents. The sample is selected by accidental sampling method. The data analysis is a descriptive qualitative Service Quality. Analysis data tool used by using likert scale to evaluate the quality of service to be broken in

service quality attributes that include tangible dimensions, emphyaty, assurance, responsiveness and realibility. To find out the level of satisfaction of parents as educational customers are qualified in the subsequent table:

TABLE I SCALA LIKERT ANLYSIS QUESTIONARE

Sl. No.	Deviation value	Criteria
1	81-100	Very good
2	70-80	Good
3	60-69	enough
4	< 60	Not good

*Result:* To find out the level of performance of Islamic education services in madrassa ibtidaiyah Al-Husna Ciledug as expected or not, researchers conducted a service analysis using servqual approach as follows.

#### A. Tangibles Dimension

Dimensions of physical evidence or tangibles are dimensions that can be seen and felt such as building facilities or front office, comfort, neatness of the room, cleanliness, completeness of communication and the appearance of educators and educational personnel. In this physical evidence conference, the student's guardian as a customer of Islamic education to use his sense of vision and feelings in assessing the quality of service provided by madrasah ibtidaiyah Al-Husna Ciledug. The results of the calculation of questionnaires on the dimensions of physical evidence (tangibles) filled by the parents of as many as 245 people can be seen from the following table:

TABLE II TANGIBLE DIMENTION

Sl. No.	Attribute	Average		GAP
		Fact	Hope	
1	Strategic madrasah building location.	3,71	4,64	-0,93
2	Building for representative, safe, and convenient learning activities.	3,72	4,56	-0,84
3	Comfortable classroom.	3, 81	4, 66	-0, 85
4	The library facilities are quite complete, clean, and comfortable.	3, 13	4, 55	-1,42
5	Neatness in the appearance of educators anf educational personnel.	3,82	4, 54	-0,72
6	Supporting facilities (parking, clean bathroom, and clean canteen).	3,24	4,74	-1,50
7	Have a website or school information in the internet.	3,48	4,43	-0,95
8	Safe and clean school environment	3,92	4,69	-0,77
9	Table chairs are all nice and tidy	3,79	4,78	-0,99
Average amount		3,92	4,62	-0,70

Based on the results of table II shows the results that the physical evidence (tangibles) available in madrasah ibtidaiyah Al-Husna Ciledug get the highest gap results in the 6th attribute with a gap value of -1.50 This attribute contains about supporting facilities such as parking for inadequate student transfers with the number of students,

clean bathrooms and clean canteens. The lowest gap is at the 5th attribute with a gap value of -0.72. The 5th attribute contains a statement about the neatness of educators and educational personnel. Overall attributes in the tangibles dimensions are in good criteria with average value coverage of 70%.

*B. Reliability Dimension*

In the dimension of reliability, the ability of madrasah ibtidaiyah Al-Husna Ciledug as a service institution in providing accurate, precise and reliable services. The results

of the calculation of questionnaires on the dimensions of reliability (realibility) filled by the parents of 245 people can be seen in the table below.

TABLE III RELIABILITY DIMENTION

Sl. No.	Attribute	Average		GAP
		Fact	Hope	
1	Fast and precise new student admission procedures.	3,69	4,53	-0,84
2	Punctuality of time in the process of teaching and learning activities.	3,72	4,57	-0,56
3	Serious attention of educators and educators to student with problems.	3,96	4,67	-0,71
4	Speed in administratitev services.	3, 79	4,40	-0,61
5	Acuracy of teachers and staff in administration.	3,66	4, 55	-0,89
6	Implementation of extracurricular activities, development of student interests and talents.	3,75	4,54	-0,79
7	Graduate teachers and staff according to their educational background.	3,70	4,53	-0,83
Average amount		3,79	4,54	-0,75

From the results of table III shows the result that the dimensions of reliability (realibility) available in madrasah ibtidaiyah Al-Husna Ciledug get the highest gap result in the 5th attribute which is the accuracy of teachers and staff completing administration with a gap value of -0.89. The lowest gap is in the 2nd attribute, which is the accuracy of the use of time in the process of teaching and learning activities with a gap value of -0.56. Overall attributes in dimensions of reliability (realibility) are in the category of good with an average value coverage of 75%.

*C. Responsive Dimension*

In the responsive dimension, it is the ability of madrasah ibtidaiyah Al-Husna Ciledug as a service institution to help parents as customers provide instant service. This responsiveness is in the form of responsiveness from educators and educational personnel to help students and guardians in dealing with problems both academically and non-academically. The results of the calculation of questionnaires on responsive dimensions filled by the parents of 245 people can be seen in the table below:

TABLE IV RESPONSEVENESS DIMENTION

Sl. No.	Attribute	Average		GAP
		Fact	Hope	
1	Responsive to students need in learning	3,78	4,64	-0,86
2	Awareness in providing assistance to students quickly.	3,80	4,40	-0,56
3	Awareness help students difficulties.	3,88	4,60	-0,72
4	Take the time to respond to students requests.	3,76	4,41	-0,43
5	The speed of administration in administrasi services.	3,98	4,67	-0,69
6	Accuracy of teachers in administrative.	3,78	4,42	-0,64
7	Friendly attitude of teacher and staff.	4,16	4,83	-0,67
Average amount		3,87	4,56	-0,69

From the results of table IV shows the result that the responsive dimensions available in madrasah ibtidaiyah Al-Husna Ciledug get the highest gap results in the 1st attribute which is responsive to the needs of students in the learning process with a gap value of -0.86. The lowest gap is in the 4th attribute, which is to take the time to respond to a student's request with a gap value of -0.43. Overall attributes in the responsive dimension are in the category enough with an average value of 69%.

*D. Assurance Dimension*

In the dimension of assurance, is the ability of madrasah ibtidaiyah Al-Husna Ciledug as a service institution to help the parents as customers provide a fast and appropriate service. This guarantee is in the form of ethics, knowledge, skills of educators and educational personnel in providing services. The results of the questionnaire calculation on the dimensions of assurance (assurance) filled by the parents of 245 people can be seen in the following table.

From the results of Table V shows the result that the responsive dimensions available in madrasah ibtidaiyah Al-Husna Ciledug get the highest gap result in the 1st attribute

namely the competence of teachers and staff in the field of expertise and work with a gap value of -0.79.

TABLE V ASSURANCE DIMENTION

Sl. No.	Attribute	Average value		GAP
		Fact	Hope	
1	Competence of teachers and staff in the field of expertise and employment.	3,85	4,64	-0,79
2	The result of the students learning progress report by the teacher.	3,99	4,53	-0,54
3	Honesty and trust worthy in teachers and staff.	3,93	4,61	-0,70
4	Picket teachers and maintaining the orderly madrasah.	3,65	4,33	-0,68
5	New students in first grade get orientation introduction madrasah environment.	3,82	4,52	-0,70
Avarege value		3,84	4,52	-0,68

The lowest gap is in the 2nd attribute, which is the result of the students learning progress report by the teacher with a gap value of -0.54. Overall the attributes in the responsive dimension are in the category enough with an average value of 68%.

This dimension of care is in the form of a sincere and personal attitude from educators and educational personnel in providing services.

*E. Empathy Dimension*

In the dimension empathy, is the ability of madrasah ibtidaiyah Al-Husna Ciledug as a service institution to help the parents as customers provide genuine service.

The results of the calculation of questionnaire on the dimension of assurance (assurance) filled by the parents of 245 people can be seen in the table below.

TABLE VI EMPATHY DIMENTION

Sl. No.	Attribute	Average		GAP
		Fact	Hope	
1	Ease of teachers and staff contact.	3,81	4,60	-0,79
2	Ease of teachers and staff in responding to student complaints.	3,91	4,66	-0,75
3	Teacher know the needs or desires of students.	3,68	4,54	-0,86
4	Fullday learning activities.	3,54	4,12	-0,58
5	Madrasah prioritizes the needs of the students.	3,74	4,60	-0,86
6	Madrasah provides individual services.	3,70	4,19	-0,49
7	There are guidance and counselling servces for students.	3,76	4,51	-0,75
Average amount		3,73	4,46	-0,73

From the results of table VI shows the result that the dimension of empathy dimentions in madrasah ibtidaiyah Al-Husna Ciledug gets the highest gap result in the 3rd attribute which is the teacher knows the needs or desires of students with a gap value of -0.86 and the 5th attribute that is about madrasah knowing the needs of students with nilai gap of -0.86. The lowest gap is in the 6th attribute that madrasah provides individual services with a gap value of -0.49. Overall attributes in responsive dimensions are in a good category good with an average value coverage of 73%. Based on the above explanation, it can be concluded that the entire attribute in each dimension has a negative value, this indicates that the service provided has not met the

customer's expectations. From the results mentioned madrasah ibtidaiyah 'Al-Husna" Ciledug must improve the quality of service especially at high value gaps.

**IV. DISCUSSION**

The quality management of Islamic education service in Madrasah ibtidaiyah Al-Husna Ciledug was carried out using SERVQUAL analysis covering five dimensions namely tangibles, responsivity, reliability, assurance and empathy. The results of the analysis on five dimensions are as follows.

### *A. Tangibles Dimension*

The quality of education services in the dimension of physical evidence (tangibles) is the ability of the institution to show its existence to outside parties. Tangibles in the form of educational facilities and infrastructure, equipment used, educational personnel in serving parents as customers of Islamic education. Based on nine indicator data obtained a weight of value of 70% with enough category. The results showed that the physical evidence (tangibles) carried out by the madrasah ibtidaiyah Al-Husna Ciledug was sufficient in providing Islamic education services to the parents as customers of Islamic education.

In the dimensions of physical evidence (tangibles) the main indicators that must be improved and immediately improved by the madrasah ibtidaiyah Al-Husna Ciledug is the 6th indicator which is the supporting facilities in the form of parking facilities, clean bathrooms and a spacious and clean canteen with a gap value of -1.50 and the 4th indicator which is a fairly complete, clean, and comfortable library facility with a gap value of -1.42.

With nearly 800 students and educators and educational personnel reaching 60, especially during the student pick up time, the Parking Space Unit (PSU) for cars must be owned according to the standard of the Directorate General of Land Transportation as much as 20 PSU (1 PSU = 2.30 m X 5.00 m), while for motorcycles as much as 500 PSU (1 PSU = 0.75 M X 2.00 m). The total parking lot required to facilitate the flow of student transfers is 1,000 m<sup>2</sup>. As for the parking lot owned by madrasah ibtidaiyah Al-Husna Ciledug there are 300 m<sup>2</sup>, so the madrasa needs to expand the parking lot of vehicles in order for the madrasa atmosphere to run orderly and smoothly.

The bathroom is in accordance with the student comparison which is 1:20, just optimize the performance of the madrasa cleaning assistant in maintaining the cleanliness of madrasa. For the canteen only controlled various kinds of snacks sold, and of course cooperation with puskesmas is necessary to educate traders.

The analysis if attributed to tangible physical evidence then Kridhawati Sadhana (2009) argues that beauty and comfort in the environment, orderly service, comfortable waiting room with service support facilities, such as spacious parking lots, places of worship and clean toilets will increase the positive image for service implementers.

### *B. Reliability Dimension*

The quality of education services in the dimension of reliability (realibility) is the ability of madrasah ibtidaiyah Al-Husna Ciledug in providing satisfactory and promising services. The service provided should be reliable, responsible, friendly and courteous. The dimension component of reliability (realibility) consisting of seven indicators, obtained an average weight value of 75 with

good category. The results showed that the reliability of the madrasa ibtidaiyah Al-Husna Ciledug was seen as good in providing Islamic education services to the parents as customers of Islamic education.

In the dimensions of reliability (realibility) available in madrasah ibtidaiyah Al-Husna Ciledug the main indicator that must be repaired immediately is in the 5th attribute that is the accuracy of teachers and staff completing administration with a gap value of -0.89. From the observations can be known that the performance of educators should always be monitored by conducting regular coaching through academic supervision activities, administrative supervision and clinical supervision.

The performance of education personnel or staff in conducting staff administration, student, curriculum, finance, and public relations processes has been well underway and the administration process on facilities and infrastructure and the process must be performance level and improved. Services are considered reliable when an agreement is reached accurately. This accuracy and precision increases consumer confidence in service providers. The program in general that should be realized madrasah based on the dimensions of reliability is quality learning activities, providing educators and competent educational personnel, conducive environment, implementation of intracurricular, extracurricular and co curricular activities that fulfill the vision and mission of madrasah ibtidaiyah Al-Husna Ciledug.

### *C. Responsiveness Dimension*

The quality of education services in the responsive dimension is the ability of madrasah ibtidaiyah Al-Husna Ciledug in providing spontaneous services. Dimensions of responsiveness in the form of the ability of institutions and educators and education personnel in helping educational customers when dealing with problems both academically, financially and other administrations. The responsive dimension component consisting of seven indicators, obtained an average weight value of 69 with enough categories. The results showed that the responsiveness carried out by the madrasa ibtidaiyah Al-Husna Ciledug was seen as good enough in shaping the quality of Islamic education services to the parents as customers of Islamic education.

In the responsive dimensions available in madrasah ibtidaiyah Al-Husna Ciledug the main indicator that must be improved immediately is in the 1st attribute which is about responsiveness to the needs of students in learning activities with a gap value of -0.86. Based on the observation results obtained by a teacher should be able to serve all students well and not choose love. Educators should be able to perform their duties professionally and responsibly. Gordon noted that professional educators are the one who are able to understand a wide range of problems, better understand, understand the broader and insightful science, fund more

perfectly than people in general. Responsive dimensions are part of the professionalism in the quality of service. This professionalism can provide service to customers. If a person works according to his own skills or abilities, he or she is referred to as a professional. If the work is done by a person who has professional knowledge according to the field of work, then the work can be completed and completed quickly and appropriately. The trust given by consumers is mandatory. If the task is wasted, it will affect the failure and destruction of the services provided by the organization to customers.

Based on the analysis can be concluded that the responsive dimension refers to the willingness of employees to serve quickly and appropriately. Speed and accuracy of service in terms of professionalism. In terms of meaning professional employees will be able to provide services appropriately and quickly. Therefore, consumer confidence as a trust should not be wasted in providing professional services through employees who work in their respective fields and get the job done quickly and appropriately.

#### *D. Assurance Dimension*

The quality of education services in the dimension of assurance is the ability of madrasah ibtidaiyah Al-Husna Ciledug in knowledge or understanding of the services provided, courtesy and trust of service providers and concern for consumers. If the service provider shows respect, decency and friendliness, this will increase the positive awareness of consumers and the positive value of the service provider organization.

The assurance dimension component consisting of five indicators, obtained an average weight value of 68 with enough categories. The results showed that assurance by madrasah ibtidaiyah Al-Husna Ciledug was seen as good enough in establishing the quality of Islamic education services to the parents as customers of Islamic education.

In the assurance dimension available in madrasah ibtidaiyah Al-Husna Ciledug the main indicator that must be immediately corrected is in the 1st attribute which is about the competence of teachers and staff in the field of expertise and its work with a gap value of -0.79. Based on the results of observations obtained the results namely the ability of madrasah ibtidaiyah teachers Al-Husna Ciledug including teaching ability, personality skills, professional skills, and social skills has been outstanding and very supportive in learning activities in madrassas.

This statement is in accordance with jejen musfah's opinion that educators and education personnel are expected to master all teacher competencies so as to be role models for students, because all aspects of cognitive, attitude, and behavior are interconnected, and in the scope of this guarantee, confidence and sense of security can be improved, so that customers feel satisfied and loyal to madrasah Al-Husna Ciledug ibtidaiyah. In this dimension of

assurance can increase confidence, security, so as to make customers feel satisfied and loyal to madrasah ibtidaiyah Al-Husna Ciledug. By providing a service that demonstrates a polite and friendly attitude will be a guarantee of comfort for the parents as customers of Islamic education.

#### *E. Empathy Dimension*

The quality of education services in the caring dimension (empathy) is the ability of madrasah ibtidaiyah Al-Husna Ciledug in providing services related to the willingness of educators and educational personnel that are seen in terms of relationships, communication, understanding, and attention to the needs and complaints of consumers. The form of empathic attitude will make the customer feel fulfilled his needs because he feels well served. By providing information services and customer complaints, as well as service attitudes in the education financing process, can help educators and education personnel. and help customers when experiencing questions or other matters related to Islamic education services.

Willingness to pay attention and help improve understanding and positive attitude towards oganasi services. It will bring joy, satisfaction and increase customer loyalty. Based on the results of the research obtained data that the dimension component of care (empathy) consisting of seven indicators, obtained an average weight value of 73 with good category. The results showed that the empathy conducted by the madrasa ibtidaiyah Al-Husna Ciledug was seen as good enough in shaping the quality of Islamic education services to the parents as customers of Islamic education. In the dimension of care (empathy) available in madrasah ibtidaiyah Al-Husna Ciledug the main indicator that must be immediately corrected is in the 3rd attribute that is about teachers knowing the wishes and needs of students with a gap value of -0.86.

Based on the observation results obtained by a teacher should be able to give attention and care with all students well and understand what the parents and students want as customers of Islamic education. Madrasah ibtidaiyah Al-Husna Ciledug as an Islamic educational institution should always pay special attention to each student and student guardian as a customer of Islamic education, this can be seen by applying communication patterns that are accompanied by an understanding of the needs of all students studying in madrasah ibtidaiyah Al-Husna Ciledug.

This is also a form of obedience to God's command in order to be respectful of the needs of others. The above analysis if associated with caring or empathy then Christopher Lovelock (2010) explained that empathy is one form of personal attention to members. Understanding members' needs is an important factor in influencing members' satisfaction and trust so that good emotional relationships can be establish.

## V. CONCLUSION

The results of analysis of the quality of Islamic education customer service in the implementation of Islamic education quality management in Madrasah Ibtidaiyah Al-Husna Ciledug were conducted by researchers using SERVQUAL analysis covering five dimensions namely tangibles, responsiveness, reliability, assurance, and empathy with the average result of 71% customer satisfaction can be fulfilled by madrasah Ibtidaiyah Al-Husna Ciledug as a provider of Islamic education services. If the value in each dimension of service quality is still below the number 100, so it can be concluded that the service that has been implemented has not met the expectations of education customers in Madrasah Ibtidaiyah Al-Husna Ciledug, so it must take action namely: 1) make quality improvements to the dimensions with the highest gap value, 2) prioritize service improvement on attributes with the highest gap value, 3) maintain the quality of service on attributes with low gap value.

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