
Visionary Principal: Islamic Leadership to Achieve Satisfaction with Education Services

Sukatin¹, Mashudi Hariyanto², Maryanti Sawitry³, Siti Munawaro⁴, Amrizal⁵

¹sukatin@iainbatanghari.ac.id

^{1, 2, 3, 4, 5}Institut Agama Islam Nusantara Batanghari, Jambi

Abstract

Elementary schools, as institutions that coordinate the educational process, should aspire to teach the nation's life in order to generate the next generation of competitive global citizens. This study aimed to identify school principal leadership that can increase educational quality by increasing service satisfaction. Madrasah Ibtidaiyah Negeri 1 Batanghari, Jambi was the site of the study and uses a descriptive qualitative approach. According to the study's findings, the leadership of a visionary school administrator is capable of realizing student and parent satisfaction with educational services, resulting in quality education.

Keywords: leadership, quality of education, service satisfaction, visionary

Abstrak

Sekolah dasar sebagai institusi penyelenggara proses pendidikan, hendaknya bertujuan untuk mencerdaskan kehidupan bangsa yang menghasilkan generasi penerus yang memiliki daya saing di era global. Tujuan penelitian ini adalah untuk mengetahui kepemimpinan kepala sekolah yang dapat meningkatkan mutu pendidikan dengan terciptanya kepuasan layanan dalam pendidikan. Penelitian dilaksanakan di Madrasah Ibtidaiyah Negeri 1 Batanghari, Jambi menggunakan metode kualitatif deskriptif. Dari hasil penelitian didapatkan bahwa kepemimpinan seorang kepala sekolah yang visioner mampu mewujudkan kepuasan terhadap pelayanan pendidikan yang dirasakan oleh siswa dan orang tua siswa sehingga terciptanya mutu pendidikan yang berkualitas.

Kata Kunci: kepemimpinan, kepuasan layanan, mutu pendidikan, visioner

INTRODUCTION

In today's global period, the passion for expanding an institution that provides educational services is widespread, and the proliferation of educational institutions has reduced the space for these institutions' marketing activities (Aliyulhaq, 2016). The quality of educational institutions can be increased by fully meeting the needs of consumers, who in this case are students and their parents. Good education services will boost consumer satisfaction and public trust, resulting in widespread promotion to students and parents of other students.

Improving educational quality is essential in the realm of education for every nation seeking to advance. Quality education will have an impact on progress in all areas. The goal of schooling will also affect which path pupils will choose. As a result, it is necessary to comprehend the fundamental education and goals that can be attained later.

Various components, particularly principals and teachers, support efforts to improve the quality and quality of education in primary schools. Which will subsequently be the key to the success of elementary school student education. In order to create educational goals, the principal's function and managerial skills in leadership must be developed.

The school principal is one of the human resources who plays a critical role in managing and supervising all connected resources in educational units, particularly in schools. The principal is an essential character in the school since he or she is responsible for the school's success and decline, as well as its advantages and disadvantages.

A school principal's leadership has a significant impact on the continuity of education (Asvio et al., 2019; Rulitawati et al., 2021), learning, and quality of service in elementary schools, which will be felt by students and parents of students in the following step to create service satisfaction in education (Manueke *et al.*, 2021; Sunarsi *et al.*, 2020; Yusuf, 2017).

The principal's leadership in the school's education unit is the driving force for all school resources, which are expected to be able to move teachers to be more

effective, to build and foster good relationships between the school environment in order to create a conducive, exciting, productive atmosphere, and to be able to carry out planning, implementing, and evaluating various types of policies and changes that have been carried out effectively and efficiently.

By maximizing the autonomous learning curriculum policy, the principal plays a role in pushing the implementation of an adaptive curriculum in his education unit. The independent learning curriculum is consistent with Ki Hadjar Dewantara's goals, which include education that considers a balance of creativity, taste, and intention not only as a process of transferring knowledge but also as a process of altering values. The principal can help his school develop an independent learning curriculum by maximizing the evaluation process on academic supervision for reflection materials in order to create a better teaching and learning environment (Firdaus, Giatman & Ernawati, 2022; Mas & Zulystiawati, 2022; Putri & Kalstum, 2022).

The emphasis on continually seeking progressive changes to meet the requirements and happiness of students and parents is the most commonly used application of educational quality management (Wibisono, 2017). The government emphasizes School-Based Management (SBM) in the education sector in the aim that quality education will develop an education system that forms Indonesian citizens into quality human beings who can keep up with the times (Jonathan & Iriani, 2021). If the service quality is good and the clients are satisfied, then customer value will rise and the company's (school's) image will be positive, resulting in loyal customers (Kotler & Armstrong, 2016). The number of applications or students at an educational institution is one indicator of the institution's success (Suhendra & Nurdianti, 2018).

According to Nurkolis (2003) schools must produce outputs (academic and non-academic achievements) and condition effective teaching-learning processes, strong school leadership, a safe and orderly school environment, evaluation and continuous improvement that schools continue to carry out, schools have accountability, and schools communicate well.

Several studies have been conducted to demonstrate the link between service quality and client loyalty. In his research on the world of banking, Fatona (2010) discovered that the higher the characteristics of dependability, responsiveness, assurance, empathy, and tangibles, the more loyal the clients he researched were. Another example is Hwang, and Choi (2019) study at a private institution in Seoul, which likewise used the SERVQUAL approach. According to the findings, students are satisfied with many areas of service quality, which also affects student satisfaction and institutional image. Furthermore, the findings suggest that students' perceived image and institutional satisfaction have a direct influence on their behavioral intentions.

The most prominent service quality model is the Servqual model (short for service quality) developed by Parasuraman *et al.* (1988) and is used as a reference in management research and service marketing known as the Gap Analysis Model, which is closely related to the customer satisfaction model. According to them, service quality is defined as a comparison between Expectation and Performance (Gavahi, Hosseini, & Moheimani, 2023; Habib & Zuraidah, 2023; Jonkisz, Karniej, & Krasowska, 2022).

Madrasah Ibtidaiyah Negeri (MIN) 1 Batanghari, Jambi is an elementary school with A accreditation, however the facilities and infrastructure are inadequate, as is the lack of school facility renewal. As a result, it may have an impact on the quality and quantity of educational services.

Based on the explanation above, it is clear that Madrasah Ibtidaiyah Negeri 1 Batanghari, Jambi service quality management is still in need of improvement. One effort to overcome these problems is to use the Servqual model and approach (Aboubakr & Bayoumy, 2022; Pradana *et al.*, 2022; Setiawan, 2023). Elementary schools have seen an increase in enrollment over the last five years. This is consistent with the assertion that service quality may be identified by comparing consumer views of the services they receive/obtain with the services they expect/want from an institution's services (Faizal & Nurjanah, 2019; Nurfarida & Mustikowati, 2014). Service quality can be defined as meeting the requirements

and wishes of customers and accurately conveying what they want (Permadi, 2023; Salsabila, Suhendra & Mufidah, 2022). The process of applying knowledge to plan, implement plans, coordinate, and finish service activities in order to achieve service goals (Paramesti & Setyanto, 2022; Saputra & Putri, 2022). As a result, the purpose of this study is to examine the quality of management services, particularly the leadership of the school principal, in improving public trust in schools from the standpoint of Servqual Theory at Madrasah Ibtidaiyah Negeri 1 Batanghari, Jambi.

METHOD

This study employs a descriptive qualitative method with a case study format. A qualitative approach is a research method employed by the author to analyze a natural thing. A case study, according to Lincoln and Guba (in Rahardjo, 2017), is an effective method of determining the relationship between the researcher and the subject or informant.

The research at MIN 1 Batanghari, Jambi focuses on service quality management in enhancing public trust in schools from the standpoint of Servqual Theory. The SERQUAL approach was used to measure at MIN 1 Batanghari, Jambi. Data was gathered through observation, interviews, and documentation of people involved in elementary schools, including principals, teachers, and kids' parents/guardians.

Purposive sampling was utilized in this study. Purposive sampling is a method of selecting sample members based on certain criteria, meaning persons of the population who coincidentally have the sample requirements can be employed as responders or data sources. Survey data collecting methodologies (Wibowo & Gunawan, 2022).

FINDINGS AND DISCUSSION

Service quality at MIN 1 Batanghari, Jambi is measured by the SERVQUAL method. The SERVQUAL approach measures the difference (gap)

between consumer perceptions and expectations based on the criteria of dependability, responsiveness, assurance/empathy, and tangibles.

Respondents are shown Servqual questions (Winarno and Absror, 2017). The servqual technique is a method for determining service quality outcomes by utilizing the results of the gap-gap in the form of perceptions and customer expectations for the services provided (Wijaya, 2018). There are five gaps in the Servqual Method that are predictors of service quality (Mauri, Minazzi & Muccio, 2013; Siami & Gorji, 2012; Zhang *et al.*, 2022).

SERVQUAL has five major dimensions: dependability, responsiveness, assurance, empathy, and tangibles (often abbreviated as TERRA)(Fuchs & Fangpong, 2021). hese five criteria are the primary determinants of service quality. These five dimensions are then used as indicators of quality management service execution at MIN 1 Batanghari, Jambi's goal is to gain the trust of pupils' parents.

These five main dimensions are described as follows: (1) reliability in the form of educational services that are provided immediately, accurately, and satisfactorily; (2) responsiveness, such as the desire of school principals and educators to assist students and parents and provide educational services in a timely manner; (3) assurance, including knowledge, competence, courtesy, and trustworthiness of the leadership and teaching staff; (4) empathy, including the principal's comfort in forming relationships, strong communication, personal attention, and understanding of students' and parents' specific needs, and (5) tangibles such as physical facilities, equipment, employees, and instructional facilities.

Educational services that are immediate, accurate, and satisfying

In this situation, the context is operational execution or the driving force for implementation in areas where authority has been delegated, as well as managing and coordinating with teachers in the learning process.

As the driving force that sets the direction of school policy and how educational goals at the school he supervises can be accomplished, the principle is

expected to consistently improve performance. Realizing effective and efficient educational goals can demonstrate improved performance. In this regard, the efficacy of the principal's leadership is required.

Quality and service quality are multifaceted indicators of satisfaction. The level of service quality must be evaluated not only from an institutional standpoint, but also from the standpoint of students and parents of students. Satisfaction is stated to be good if it is as expected, and terrible service if it falls short of expectations (Kotler & Keller, 2018).

Services for responsive education

A school principal must be able to listen to the desires of all parties. This leader must be strengthened by a firm commitment to truly listening to others. Servant leaders aim to identify and clarify the desires of all parties, including teachers, staff, students, and parents, by listening.

In this digitalization era, principals can create a supportive learning culture by developing learning programs that meet needs, excelling in professional practice so that they can develop an academic learning climate, making systemic improvements, and creating a digitized environment so that a conducive work environment can be created to learn, promote and implement comprehensive learning assessments. Leadership management of the principal is a multidimensional construct that focuses on how the principle manages and works at school. Good learning leadership necessitates a collaborative relationship with all school members.

The principal's knowledge, competence, civility, and trustworthiness

Effective school principal leadership is more vital to tasks that will finally result in a positive assessment of work success and educational service satisfaction. Furthermore, successful principal leadership is focused on people and balances instructors, administrative staff, and pupils, resulting in increased job effectiveness. Effective school principal leadership must be task-oriented and recognize teachers,

administrative personnel, and students as critical components of the success of primary school education services.

Effective leaders must be able to serve in order to meet the needs and desires of those they lead, ultimately improving their own well-being. A leader who follows the principle of serving will prioritize the interests of the people he leads (teachers, employees, pupils) before personal or group interests.

The ease with which requirements can be met

An elementary school's attitude toward all people it leads should be one of empathy and attentiveness. A competent leader will be able to instill a culture of teamwork among members of the organization, effectively communicate with subordinates, and foster a positive work environment. All job will be finished on time, and the intended goals will be met if good cooperation is established.

Principals who have a positive influence on their schools and their subordinates can serve as role models for those they lead. A leader's attitude of inspiring, leading, and encouraging subordinates, having broad abilities, being innovative, visionary, working honestly and truly, and caring and concern are all examples of leadership. Leaders must be role models, and their personality must be appealing to those they lead.

Physical facilities, equipment, employees, and educational facilities

The principle encourages learning for each individual in the elementary school he supervises in order to grow and develop human resources. The availability of facilities and infrastructure is just as crucial as other components of teaching. No matter how competent a teacher is at imparting material to his students, if he is not backed by proper facilities and infrastructure, the expected results will not be satisfactory.

The principle promotes learning in order to strengthen and develop human resources for Schools should provide facilities and infrastructure that are in conformity with learning demands in schools, so that the teaching and learning

process can take place correctly. When a school's facilities and infrastructure are complete, it is easier for a teacher to carry out his obligations while teaching. The learning process is aided by the usage of media and learning resources created by teachers/students using existing school facilities and infrastructure.

Facilities and infrastructure serve several primary functions, including accelerating the implementation of learning activities to improve time efficiency, increasing productivity, ensuring the quality of learning outcomes, facilitating activity completion, and creating a sense of comfort and satisfaction for users of facilities and infrastructure to ensure service quality. Each individual in the elementary school he manages has achieved educational pleasure.

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According to the description above, a school principal's visionary leadership will promote satisfaction in education services in elementary schools, so improving the quality of service and MIN 1, Batang Hari, Jambi. This is also endorsed by all school stakeholders, including teachers, staff, students, and students' parents. Furthermore, suitable facilities and infrastructure are required (Setiawan, 2023).

A visionary school administrator must be able to carry out his responsibilities in order to successfully lead the school. Visionary school principals must understand exactly what vision and mission they want to achieve, as well as how to achieve this vision and mission within the confines of a mandate that is carried out (Komariah dan Triatna, 2016; Nanus, 2011). Visionary school principals appreciate the need of inviting all parties involved in their school to work together to accomplish the vision that has been developed together. The consequence of a visionary nature is that the principle must have a number of skills and integrity to carry out the mission to actualize that vision, and the principal must also have a number of specific characters that demonstrate his integrity.

CONCLUSION

The satisfaction of students and parents of students with educational services influences the quality and quantity of education. This is closely tied to a school principal's leadership in the institution he oversees. Existing school principals' leadership is desperately needed in responding to all of the changes and challenges that exist in creating and building the quality and quantity of education in primary schools.

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