

# Strengthening The Quality of Madrasah Services through Human Resource Management

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## Abstract:

This study aims to analyze human resource management in improving the quality of madrasa services at MTs Negeri Model Palangkaraya. This research uses a qualitative case study approach, where the researcher uses interviews, observations, and documentation in collecting data. The data analysis was carried out by referring to the Miles and Huberman concept: data collection, data reduction, data presentation, and conclusion. The results of the study indicate that human resource management in improving the quality of madrasa services is carried out through; the determination of service quality targets, analysis of human resource needs, fulfillment of human resource needs, and evaluation of human resource performance. This study has implications for the importance of madrasah in preparing the quality of the human resources in them to provide excellent service to the community and meet expectations.

**Keywords:** *Human Resource Management, Service Quality, Expectations*

## Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang manajemen sumber daya manusia dalam meningkatkan mutu layanan madrasah di MTs Negeri Model Palangkaraya. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus, di mana peneliti menggunakan interview, observasi dan dokumentasi dalam pengumpulan datanya. Analisis datanya dilakukan dengan mengacu pada konsep Miles and Huberman, yaitu pengumpulan data, reduksi data, penyajian data dan diakhiri dengan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa manajemen sumber daya manusia dalam meningkatkan mutu layanan madrasah dilakukan melalui; penentuan target mutu layanan, analisis kebutuhan sumber daya manusia, pemenuhan kebutuhan sumber daya manusia, evaluasi kinerja sumber daya manusia. Penelitian ini memberikan implikasi terhadap pentingnya madrasah dalam menyiapkan kualitas sumber daya manusia yang ada di dalamnya guna memberikan layanan prima kepada masyarakat agar sesuai dengan ekspektasi.

**Kata Kunci:** *Manajemen Sumber Daya Manusia, Mutu Layanan, Ekspektasi*

## INTRODUCTION

Educational institutions, especially madrasah, are public organizations, so to provide quality services, it is necessary to change the resources they have to improve service tools and maximize the role of existing services (Baharuddin, 2021). Madrasah are educational institutions that provide services to the community by public expectations (Assa'idi, 2021). The standard of services provided by madrasah must refer to the SOPs that have been made. Moreover, state-based madrasah are considered educational institutions under the auspices of the government that have advantages in terms of finance, human resources, and infrastructure (Safitri et al., 2021).

The services provided by madrasah must always be quality oriented and able to satisfy customers and users. Referring to Crosby's opinion, quality is understood as conformity to the requirements, and work standards are Zero Defects (Snowden, 2008). Garvin revealed that the quality perspective could be classified into five groups: transcendental approach, product-based approach, user-based approach, manufacturing-based approach, and value-based approach. Juran (1998) introduced the quality trilogy. According to him, "managing for quality makes extensive use of three such managerial processes: 1) Quality planning, 2) Quality control, 3) Quality improvement".

Service quality is an educational service product that leads to customer satisfaction, especially among students as primary customers (Jarkawi et al., 2020). Service quality is the achievement of customer expectations standards to fulfill matters relating to their wishes (Suherman et al., 2018). Service quality is something that needs to be considered. The quality of service-oriented to the stakeholders' satisfaction must continue to be carried out by building a positive image. A strategy that focuses on service quality is essential because it will have an impact on loyalty. People who have loyalty to madrasa service products will be willing to tell other people good things (positive word of mouth) about the institution and its products.

Public services are still a problem in the bureaucracy in Indonesia; many factors and variations cause it to become a problem from the community's point of view. The needs of today's society tend to be significant with the desire for fast and precise service. Service quality depends on how it is managed, human resource support, and institutions. People only want easy, simple procedures that do not take up much time (Fairus & Jadid, 2019).

To improve the quality of services in madrasah, especially at MTs Negeri Model Palangkaraya, madrasa principals make HR the starting point for improving the quality of their services. This is based on the number of public complaints related to the existing service system, where parents, teachers, and students as users of educational services often complain related to educational services in madrasah, such as incomplete educational facilities, less standard study rooms, so that often interfere with educational and learning activities, the absence of interest and talent development services for students, services that are carried out manually, so that it requires a lot of time and money, services that are not timely, services related to community demands regarding only madrasa programs and so on.

The demands of the community, teachers, and students as users and customers become the basis for madrasa principals to innovate education by improving the quality of human resources in order to provide excellent service to all parties. Through human resources who have competence, skills, and are reliable, it is hoped that creative and innovative ideas will be born in designing, implementing, and implementing service quality at MTs Negeri Model Palangkaraya so that public expectations can be appropriately realized.

Service is very dependent on the ability of employees to provide services; this illustrates that service quality includes employees who provide services to consumers (Osman et al., 2020). The internal relationship between employees and consumers will have a powerful influence on perceptions of service quality. In order for the quality of service at MTs Negeri Model Palangkaraya to be achieved, minimum service standards are needed; where these service standards are used as the basis, basis, reference, and guide for all madrasa components in planning, implementation, and control as well as supervision and accountability for the implementation of minimum service standards. This minimum service standard aims to equalize understanding of operational definitions, work indicators, measurements, or units of reference in providing services to the community (Taryana et al., 2020; Trianto, 2020; Paputungan et al., 2021).

The quality of education services is a service that can provide satisfaction to every user of educational services by the average level of satisfaction that has been determined based on professional standards and codes of ethics. Quality education services are services that always try to meet stakeholders' expectations so that they feel satisfied, indebted, and very grateful because everything that is expected is in accordance with the needs of the community.

Many types of research on service quality have been carried out, including; Ramdani (2020), who said that management information systems considerably influence the quality of education services in schools. Jarkawi et al. (2020) stated that quality management training to improve service quality is an alternative for teachers to improve service quality to build public trust. Hefniy & Fairus (2019) said that strategic management carried out by the government was able to improve service quality. Sairi & Safrizal (2018) say that the quality of facilities and infrastructure services significantly influences student satisfaction. Baharuddin (2021) Service quality has a significant influence on student satisfaction. Suherman et al., (2018) The quality of academic services can be increased through leadership according to the situation and conditions of the organization.

From this research, it can be understood that service quality has a huge role in customer satisfaction and loyalty. From these several studies, it turns out that no one has touched on the aspect of human resource development to provide excellent service in madrasah. Therefore, this research is present to improve the quality of services through the dimensions of human resource development, considering that the quality of human resources is the motor of the service system in madrasah. Without good and quality resources, the

service system will be less good and not optimal, and can even disappoint the users and customers of the madrasa.

The quality of service according to the customer may change along with changes from the customer's and service provider's sides. Service quality, according to the customer's opinion, is the difference between his opinion and expectations of the service in a particular company (B. Mulyadi, 2015). Therefore, the researcher focuses his study on Human Resource Management in Improving the Quality of Madrasah Services at Mts Negeri Palangkaraya Model.

## **RESEARCH METHOD**

This study uses a case study qualitative approach, where the researcher wants to reveal the phenomenon of human resource management in improving the quality of madrasah services at MTs Negeri Model Palangkaraya. To obtain valid and accountable data, the researcher interviewed several informants using the purposive sampling technique: the head of the madrasa, deputy head of the madrasa, and teachers. The determination of the informants was because they understood and knew about the research theme and were directly involved in human resource management activities at the madrasa. Furthermore, the researchers also observed madrasah' various human resource development activities, either directly or indirectly. Researchers also document various activities that the madrasa has carried out.

After the data is collected, the researcher analyzes it, starting with the presentation of the research data as a whole, then reducing it according to the research theme, and ending with concluding a research finding.

## **FINDINGS AND DISCUSSION**

### **Determination of Service Quality targets**

To improve the quality of services at the Palangkaraya Model State MTs, the first thing that must be formulated is the standard/target of the quality of the service itself. This target can then be an indicator or benchmark in assessing the extent to which service quality improvements are being carried out (Zahrok, 2020). This was conveyed by the RS as the head of the madrasa that "the first step taken by the madrasa in improving the quality of this service is to determine the target or standard that must be achieved. With these standards, the process of comparison, measurement, and the percentage of success in improving service quality will be more straightforward.

Likewise, the statement ECM, as the deputy head of the madrasa, said that "the main thing that is used as the basis or initial step is to formulate targets or goals for quality services at this madrasa. Formulating the target will make it easy to determine the strategy and the benchmark.

Based on the interview results, it can be understood that in improving the quality of services, the most important thing is the benchmark of the quality of the service itself in the form of targets which are then jointly set by school stakeholders. Targets in service quality can be in the form of quality in curriculum services, learning, services for educators and education personnel,

and services regarding infrastructure. By setting quality targets for each of these services, it will be easier to categorize them as well as indicators of improvement. As the head of the madrasa, RS said, "Targets regarding service quality must be determined. First, it is aimed at making indicators available as soon as possible. In addition, the hope of the Palangkaraya Model State MTs departing from the formulation of service quality targets will make it easier to determine targets and strategies. What is the quality of service like? So, what is the quality of service first, then mapped out? There are many services in educational institutions. Only then can you switch or determine the next step."

The formulation of targets to improve the quality of services in madrasas then determines strategies and objects to be improved (Sairi & Safrizal, 2018; Kemenuh, 2020). Without determining the target, the strategy used cannot be analyzed validly. The target in the quality of service to be improved is that it can be among students related to their learning services, guardians of students related to school services for their children, or it can also be from the teachers related to services at school. NHP, as the deputy head of the madrasa, said, "The target on service quality is also related to the target of service users. For example, students, parents, teachers, or users graduate from this school. The initial step at the Palangkaraya Model State MTs is to determine or formulate service quality targets".

Because the object or component to be improved is the service, there is a close relationship between the formulation of the object or target and the optimal efforts made by the school. The clearer the target, the more valid the strategy to be used (Jarkawi et al., 2020). Determination of service quality targets is one of the critical stages that need to be formulated by an institution or organization in carrying out various efforts or programs, including one of them, in this case, to improve service quality at MTs Negeri Model Palangkaraya.

### **Human Resource Needs Analysis**

The next stage after setting the service quality target is to analyze and formulate the needs of Human Resources at MTs Negeri Model Palangkaraya. This needs analysis aims to categorize the criteria that schools need regarding their human resources. As the head of the madrasa, RS said, "The next step taken by the madrasa is to analyze the needs of Human Resources. One of the functions of this needs analysis is to map the things needed by school human resources so that the quality of madrasa services can gradually improve".

AMF also conveyed the same thing as a teacher "Analysis of the needs of this human resource needs to be done, what is the purpose? To map what things are needed and how they are needed to improve the quality of services in this madrasa. Analysis of HR needs must also be considered in improving service quality (Arseven et al., 2019). This, of course, aims to be able to find out the parts that need updating and the parts that need development.

The important thing in identifying HR needs is to have a follow-up stage, such as incorporating these things into the recruitment design or HR planning (Syahrul & Yuniarni, 2020). As the deputy head of the madrasa, ECM, said,

"This analysis of HR needs then becomes one that requires a follow-up stage. So, it does not just stop at identifying needs; there must be a follow-up. Because if you analyze it, it will not impact school management."

The results of the HR analysis stage are then not merely known but used as material in determining the following action that must be taken (Brunker et al., 2019). In carrying out several formulations of a program or activity, it is often only up to the point of planning and extracting data, but it is still a mystery for the following process. Then this should also be taboo. When an analysis of HR has been carried out, and data has been obtained, the madrasah stakeholders must already have steps or follow-up actions from that stage. That way, the running program will not take up much time.

### **Fulfillment of Human Resource Needs**

Based on the assumption that needed arise because of a gap between existing or actual conditions (actual conditions/what is) and desired or expected conditions (what should be), the needs analysis results reflect the actual situation faced or required by a person or group. People are experiencing this gap. This case can be discussed in a particular meeting forum between educators, education staff, and the community. KRT as a teacher at the institution, said, "Yes, sir, that is right, so the process of collecting data about what needs and how HR is needed in improving the quality of services in madrasas is based on things that are encountered or faced by madrasa personnel who are carrying out their duties at the madrasah. This madrasa. Then it is also based on things found or felt to be lacking by the external personnel of the madrasa, namely the community or student guardians. So, the needs analysis is based on personal data with real data or what kind of human resources are needed, sir."

NHP, as the deputy head of the madrasa, added that "As for the way to find out what the school's needs are, all human resources owned by the school hold a special meeting to discuss programs that have been designed and implemented so that the performance of their resources can be known. Thus, the programs that have been implemented and the programs that have problems can be seen. Through this, schools can determine alternatives and strategic steps that can be used to achieve the expected school goals.

Based on the interview results, it can be seen that as a follow-up to the analysis of HR needs, the results obtained are then communicated to various parties to find the right strategy for handling it. The steps taken in the needs analysis in the Palangkaraya Model State MTs are to analyze and identify the conditions in the madrasa environment. RS, as the head of the madrasa, added that "by observing and describing the needs of educators who are adapted to the needs of the community by the times, such as the needs of madrasas for educators who understand information and communication technology, educators who are capable and can interact well so that they can develop learning achievement of students, as well as educators who understand religious knowledge and can set good examples, for example, sir."

A common thread in the needs analysis process at the Palangkaraya

Model State MTs is to identify and explain the objective state of the madrasa and madrasa programs related to the vision, mission, and objectives of the Palangkaraya Model State MTs. In addition, the recruitment of educators is adjusted to the budget owned by the madrasa (Arifa, 2020; Puranti et al., 2020; Qorni & Mujahidin, 2021). The people involved in this are forming a committee, which the educators agree upon in meeting activities.

### **Human Resources Performance Evaluation**

The next stage is evaluating human resources performance at MTs Negeri Model Palangkaraya. The purpose of HR performance evaluation or performance appraisal is to determine whether HR personnel, such as teachers or employees, are successful or failed in carrying out their work using job standards as a benchmark. This will then affect whether or not the quality of service increases in it. As the head of the madrasa said, "Yes, the next stage is the assessment or evaluation, sir. This is, of course, the goal to see and analyze the extent to which the results of the HR performance at MTs Negeri Model Palangkaraya. The results then become a reference to determine whether the quality of service in our madrasa has improved or improved. Or vice versa, sir."

Every program or activity requires an assessment and analysis of the results obtained from previous efforts. Of course, the goal is to determine whether a program is running on the expected goals. This will be separate feedback for the institution.

The performance evaluation at MTs Negeri Model Palangkaraya is intended to find indicators that lead to the success or failure of achieving a goal so that it can be used as material for the following study. ECM, as the deputy head of the madrasa, said that "When it is found that the results have increased or not, whether the quality of service in this madrasa is improving or not, only then will find out why it has increased and needs to be developed and why it has decreased or remained and what needs to be improved, that is."

The indicator is an essential component in implementing a program or activity. These indicators then become a benchmark for the success of the ongoing program. In addition to benchmarks, indicators can also be used as material in efforts to develop ongoing stages. When performance results need to be evaluated, in addition to knowing whether it is successful, it is also an ingredient in always trying to make the best (Esangbedo et al., 2021). Monitor and evaluate any progress that has been achieved and determine whether the objectives are by the need for quality improvement or quality. MTs Negeri Model Palangkaraya classifies the type of HR performance evaluation using three stages: monthly, mid-semester, and year-end evaluation. AMF, as the teacher explained, "This type of HR evaluation at MTs Negeri Model Palangkaraya is divided into three parts, namely, evaluations that are carried out at the end of each month, then at the end of each semester, and finally at the end of each year. That way, we hope to be able to know the graph or development of HR performance in this madrasa, sir."

The importance of formulating goals can also be seen during the evaluation process. At this stage, these goals become a benchmark for the

success of the ongoing program. In addition, an institution or organization can design its evaluation to classify it into several types. This type of evaluation classification aims to determine the development of HR performance at MTs Negeri Palangkaraya Model. Knowing its development will also know which parts must be maintained and improved.

Deviana (2020), through her research, states that the dimensions of service quality can be seen in 5 main dimensions, namely: first, direct evidence (tangibles), which includes physical facilities, supporting equipment, and facilities. The physical facilities referred to here are; a) Madrasa buildings and complete infrastructure, and b) Comfort and cleanliness of service rooms (Mira et al., 2020). Physical evidence/tangible evidence can be in the form of the availability of facilities and infrastructure, including ready-to-use tools and staff attitudes (Nurmawan et al., 2021), which in this case are pleasant educators and educational staff. In this case, MTs Negeri Model Palangkaraya has direct evidence (tangible) with good categories consisting of completeness of madrasa infrastructure facilities by the number of standards set, cleanliness and comfort of offices and classrooms, facilities such as libraries and laboratories that are comfortable and suitable for use, and neat and clean appearance of the teachers.

Second, service providers can serve quickly and accurately and provide satisfaction (Ardiansyah & Muis, 2021). Reliability is the ability to carry out promises accurately and reliably; responsiveness is the desire to help customers and provide services quickly (Rohman et al., 2021). The reliability of educators and education personnel in their respective fields and understanding of the procedures in Madrasahs. In this study, the dimensions of reliability are determined by indicators, namely the accuracy of educators and education staff in serving students and guardians of students, madrasahs have clear standards, and the ability of madrasa staff or stakeholders in the service process. The Palangkaraya Model State MTs have implemented the reliability dimension where the assessment of service quality that has been running according to the expectations of madrasa customers includes accuracy in serving service users.

Third, responsiveness includes the willingness of service providers to help service users and serve responsively (Widodo, 2020). Responsiveness is a form of responsibility or sense of responsibility for the quality of service, which includes the willingness to help and provide services responsively and carefully, providing clear information, not waiting long, the ability to take action, and being willing to listen to the complaints of students and parents. In this study, it was found that the educators and education staff could still respond to students' parents, no matter how busy they were. This is evidenced by the fast response from the madrasa when facing parents who still do not understand the madrasa cooperation program with parents. Responsiveness to madrasa customers is given well; parents are not allowed to wait long so they can immediately get explanations and services from madrasahs with precise information.

Fourth, assurance, which includes service providers' knowledge, ability, and trustworthiness, is free from danger or doubt. If an agency guarantees customer safety, customers will feel safe and have no doubts about using the



product/service. On the other hand, customers will feel anxious if there is no guarantee of security (Rianti et al., 2019). The customer's desire for guarantees that the agency can fulfill can lead to feelings of satisfaction. Assurance positively affects customer satisfaction (Tambunan et al., 2020). Assurance can be seen from the certainty that the staff of the Palangkaraya Model State MTs educational institution have good skills and morality and can be trusted. For example, educators who are proficient in their fields and work professionally, administrative staff who can serve parents and students quickly and accurately. Assurance is the knowledge and behavior of employees to build trust and confidence in students or parents of students in consuming the services offered. The guarantees provided by service providers are related to the ability of service providers to provide a high sense of trust to service recipients and the trustworthiness of employees. If the service recipient has been given a guarantee regarding the service, it will foster the trust of service users of the service provider.

Fifth, empathy includes ease of doing good interactions, personal attention, and knowing the needs of service users (Taufiqurokhman, 2016). Empathy is individual attention to citizens (Marlius & Ananda, 2019). Empathy includes ease in making relationships, good communication, personal attention, and understanding of customers' needs, as seen from Parasuraman's theory, such as there are parents who are confused about managing transfer letters, the madrasa administrative staff will inform you regarding the location and procedures. Empathy means giving sincere and individual or personal attention to customers by understanding customer desires (Alang, 2020). This relates to the attention and concern of teachers and staff of MTs Negeri Model Palangkaraya to students and parents, ease of getting services, and concern for teachers and staff to problems faced by students or parents. All madrasa customers are entitled to the same ease of service regardless of whether they have a special relationship with teachers/staff. Empathy from the staff and teachers of MTs Negeri Model Palangkaraya in providing services to students or parents can be seen from several factors. Factors in the empathy dimension, among others, put customers' interests first, serve with a friendly attitude, serve with courtesy, serve non-discriminatory (discriminatory), and serve and respect each customer (Ridwan et al., 2020). Service quality dimensions can be used to measure the service quality of a service agency. Measuring service quality means evaluating or comparing the performance of a service with a set of predetermined standards (Anwar & Wahab, 2020).

## CONCLUSION

Human resource management in improving the quality of Madrasah services at MTs Negeri Model Palangkaraya is carried out in a planned and systematic manner to achieve the vision and mission of the madrasa that have been agreed upon together. This activity is carried out by determining service quality targets, a priority scale for madrasahs to meet the expectations of madrasah residents. This is followed by analyzing human resource needs based on predetermined quality targets. This analysis is followed up with the

fulfillment of human resource needs based on the required competencies and skills, followed by a periodic evaluation of human resource performance to obtain the quality of human resources and services expected by all parties.

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