

Customer Satisfaction As An Indicator Of Educational Quality: A Study Of Quality Management In Madrasah

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Abstract: This research aims to analyze customer satisfaction where students and parents are the main indicators in assessing the quality of education in madrasas, with a focus on the quality of teaching, educational facilities, and communication between madrasas and parents. Teaching quality includes teacher competence, effective learning methods, and the ability to convey material clearly, especially in Islamic religious education. Apart from that, teacher interaction with students and parent involvement in the educational process are also important factors that influence satisfaction. Through a qualitative approach with the case study method, data was collected through in-depth interviews with students, parents and teachers at selected madrasas. The research results show that teaching quality is the key element that most influences customer satisfaction. Teachers who are competent not only in academic aspects but also in providing moral and spiritual guidance are highly valued by students and parents. In addition, adequate educational facilities and open communication between madrasas and parents also contribute to increased satisfaction. This research found that feedback from customers (students and parents) is important in developing sustainable madrasah quality management. The results of this research provide recommendations for madrasas to continue to improve teacher competency through training and professional development, as well as improving educational facilities and strengthening communication with parents. In this way, madrasas can continue to be relevant and competitive in meeting the demands of educational modernization without ignoring Islamic identity.

INTRODUCTION

In recent decades, the concept of quality management in education has undergone rapid development. Educational institutions, including madrasahs, are now faced with increasing demands from various parties, such as students, parents, and the community. Customer satisfaction

in this case students and parents is increasingly recognized as the main indicator of educational quality (Dinh et al., 2021; Dewi et al., 2021; Demir et al., 2021) . This phenomenon emerged along with a paradigm shift that emphasized that education is not just a teaching and learning process, but also a service that must meet customer expectations (Al-Ababneh & Alrhami, 2020) . Madrasahs, as Islamic-based educational institutions, have unique challenges in maintaining a balance between academic quality, teaching religious values, and responding to customer needs (Muljawan et al., 2023; Astuti et al., 2024) . At the same time, there is a phenomenon of increasing public awareness of the importance of quality education, where the quality of education is measured from various aspects such as curriculum, facilities, teacher skills, and also student and parent satisfaction. This is where the role of education quality management arises in ensuring that Islamic educational institutions can meet these standards and expectations.

Madrasahs, as one form of Islamic educational institution that plays a major role in shaping the younger generation, often face various challenges in implementing quality management. Some common problems encountered include the inability of some madrasahs to provide adequate facilities, lack of quality teaching staff, and limited technological support (Syaipudin & Aziz, 2024; Nurkhasanah et al., 2023; Zaini et al., 2023) . In many madrasahs, there is still an imbalance between the quality of religious and academic education, which leads to customer dissatisfaction, especially parents of students.

Many madrasahs have difficulty adapting to global developments that require them to improve quality management through technological and pedagogical innovation. Another challenge is how to maintain Islamic values that are characteristic of madrasah education, while still trying to meet the modern education standards desired by parents and society (Yaqin & Norlaila, 2024; Ayangco-Derramas, 2022) . To overcome this problem, one solution that can be applied by madrasahs is to implement an integrated quality management system. This system aims to continuously evaluate the performance of the institution based on customer feedback, namely students and parents. The implementation of clear and transparent quality standards will help madrasahs identify deficiencies and make continuous improvements.

Furthermore, strengthening teacher competency through training and professional development is critical for raising teaching quality (Fernández-Batanero et al., 2022; Imron et al., 2020; Apriliyanti, 2020). increasing educational facilities and incorporating digital technology into the teaching and learning process are both strategic strategies for increasing madrasa education quality (Maryam, 2024; Hastutik, 2024; Nurkhasanah et al., 2023). Other initiatives that madrasas might take include conducting frequent customer satisfaction surveys to gain a better understanding of parents' and students' perspectives. The survey results can then be used to inform administrative decisions aimed at increasing the quality of educational services.

Research on education quality management has been undertaken extensively, both in general and Islamic education. Several prior research focused on the implementation of Total Quality Management (TQM) in public schools, which stresses process optimization and customer-based management to improve educational service quality. According to research, customer happiness is becoming acknowledged as an essential measure of educational quality in madrasahs. Research shows that quality management in Islamic educational institutions is very important to achieve optimal, effective, and efficient results (Lin, 2024 ; Prayogi et al., 2022; Bahri et al., 2022; Asnawan, 2021 ; Saihu, 2020) . The integrated quality management approach prioritizes student satisfaction and continuous improvement, focusing on input, process, and output. Its main strategies include providing relevant learning materials, quality teachers, this (Jami & Muharam, 2022; Barbato et al., 2022; Naveed Bin Rais et al., 2021; Nazari-Shirkouhi et al., 2020)

This study takes an innovative approach by using customer happiness, specifically student

and parent satisfaction, as the primary indicator for measuring the quality of education in Islamic boarding schools. This differs from many prior research, which have focused on academic factors while ignoring the cultural dynamics and Islamic beliefs prevalent in Islamic boarding schools. This study will take a more in-depth qualitative approach to investigate how consumer views of the quality of teaching, educational facilities, and communication between Islamic schools and parents affect their level of satisfaction. This study is significant because it can directly contribute to the development of quality management of education in Islamic schools, which is one of the cornerstones of Islamic education. The country is Indonesia. The study's findings are expected to provide a more complete picture of the relationship between customer happiness and educational quality, as well as how Islamic school administrators might improve the quality of services they provide. Furthermore, this study gives a theoretical and practical framework for Islamic school management to develop quality improvement plans based on customer demands and expectations. As a result, this study can be used to help Islamic schools develop more successful and long-term quality improvement measures.

The focus of this study is to examine how student and parent customer satisfaction can be used as a primary indicator in assessing the quality of education in madrasahs. This study will analyze various aspects that influence customer satisfaction, including the quality of teaching, educational facilities, communication between madrasahs and parents, and Islamic values taught.

METHOD

This study employs a qualitative method and a case study design to investigate customer satisfaction as an indicator of educational quality at Madrasah Tsanawiyah Muktar Syafaat. The qualitative technique was chosen because it allows for a more in-depth knowledge of students' and parents' opinions, experiences, and perspectives on the quality of education at the institution. Case studies as the major approach allow researchers to perform a full analysis of a particular madrasah as the center of the study, in order to understand the context, dynamics, and variables that impact customer satisfaction at the institution.

Data was gathered via in-depth interviews, direct observation, participant observation, and documentation. In-depth interviews were conducted with the principal, instructors, students, and parents to acquire firsthand insight into quality management practices and customer satisfaction with educational services given. Participatory observation was carried out by personally monitoring teaching and learning activities, facilities, and relationships between instructors and students in order to understand how educational quality is mirrored in daily life. Additional materials to support the research conclusions included meeting notes, customer satisfaction reports, and other relevant records.

Table 1. Research Informants

No	Name	Position	Code	Gender
1	Umi Khoiriah	Student Guardian	Wm	Woman
2	Nadhiful Muhibbin	Head of Madrasah	Km	Man
3	Imam Bukhari	Madrasah Staff	Sm	Man
4	Muhammad Ridwan	Madrasah Teacher	Gm	Man

The collected data were examined utilizing the three-model inactive analysis approach. The analysis procedure was repeated several times to ensure that the interpretation was correct, and data from diverse sources was triangulated to strengthen the validity and dependability of the research findings. With this technique, it is intended that the study would provide a more detailed picture of

the role of customer satisfaction in judging the quality of education in madrasas.

RESULTS AND DISCUSSION

Teaching Quality as a Key Factor of Customer Satisfaction

In the context of madrasah education, teaching quality is the primary factor that most affects customer satisfaction, affecting both parents and students. Effective teaching strategies, subject matter delivery skills, and instructor competency are important components of quality teaching, particularly in Islamic religious education. Customers of madrasahs place a high importance on teachers who can effectively combine theory and practice, give clear explanations, and mentor students in a personalized manner. According to one of the guards :

quality of teaching is the most important. I want my child to get an education that is not only good in terms of academics, but also character. I see my child is more responsible and has good values, all thanks to the guidance of teachers at the madrasah (Wm).

According to the interview, pupils' character development is greatly impacted by the direction they receive from their madrasah teachers. Students will more readily assimilate Islamic beliefs when professors not only concentrate on imparting knowledge but also serve as role models for behavior and ethics. "I see my child is more responsible and has good values, all thanks to the guidance of teachers in madrasahs," say parents who have noticed positive changes in their children.

Therefore, it is important for all parties, including teachers, parents, and the community, to work together to create a supportive educational environment. In this way, it is hoped that each student will not only grow into an academically intelligent individual, but also have good character, be responsible, and be able to contribute positively to society (Km).

The implementation of Islamic values is reflected in many aspects. One of them is through the formation of Islamic character for teachers and staff. They are not only required to have good academic competence, but must also be role models in everyday life. It can be seen from the results of the interview above that the most important thing in assessing school quality is the quality of its teaching. because the guardians or parents of the students want their children not only to be good in terms of academics but also in terms of character and have good personal values and

In addition to academic competence, the emotional and spiritual aspects of teaching are also very important. Teachers who are not only competent in delivering lessons but also act as role models in Islamic behavior and ethics are considered to make a major contribution to the quality of education. This increases the trust of parents that madrasahs do not only shape children academically but also morally and spiritually as stated by:

The parents' response was very positive. They acknowledged that the madrasah not only shapes children academically, but also morally and spiritually. This gives them more confidence in education at the madrasah (sm).

The positive response of parents towards education in madrasah when from the interview above shows that they realize that madrasah does not only focus on students' academic achievement, but is also very important in developing moral and spiritual aspects. They acknowledge that education in madrasah is holistic, including learning ethical values and character that are crucial to forming an intelligent and well-mannered generation. This belief increases parents' confidence that their children are in the right environment to grow and develop, while strengthening the relationship between madrasah and family. When parents feel that madrasah supports their children's moral and spiritual development, they will be more involved in madrasah activities, creating a positive synergy between school and family. Thus, this emphasis on moral and spiritual aspects not only impacts individuals, but also makes a positive contribution to society, because generations formed with these values tend to be responsible and ethical citizens.

Research shows that the quality of interaction between teachers and students greatly

influences the learning experience. Teachers who are actively involved, provide constructive feedback, and encourage active student participation in the teaching and learning process, contribute significantly to increasing student satisfaction. Therefore, improving teacher competence through training and professional development is one of the important strategies in efforts to improve the quality of education and customer satisfaction in madrasahs.

Table 2. Teacher Competence as a Key Factor of Satisfaction

No	Aspects of Teaching Quality	Impact on Customer Satisfaction
1.	Teacher Competence	Increase parental and student confidence in the quality of education.
2.	Teaching Methods	Make the learning process more interesting and interactive, increasing student engagement.
3.	Teacher-Student Interaction	Increase students' sense of comfort in learning, which contributes to overall satisfaction.
4.	Character Development	Forming good student character, which is the hope of parents and society.

One of the main factors influencing customer satisfaction in madrasahs is quality instruction, which affects both parents and students (Sintiya & Siregar, 2024; Nurkhasanah et al., 2023; Prayogi et al., 2022 ; Sugiri, 2022). The ability to deliver content, proficient teaching techniques, and teacher competency are all components of quality teaching, particularly in Islamic religious education (Bakar et al., 2023 ; Muktamar, 2023 ; Ulum & Syafi'i, 2022 ; Zuhaeriah et al., 2020). Teachers can give pupils more individualized instruction when they can effectively combine theory and practice and present the information in an understandable manner. Parents who desire an education that goes beyond academic excellence are aware of this, but also able to form strong character and moral values in their children.

Students' character development is greatly influenced by teacher leadership that sets an example of Islamic behavior and ethics (Alhamuddin et al., 2022 ; Muis et al., 2022 ; Darlan et al., 2021). Students will more readily assimilate and understand the lessons when professors emphasize moral ideals in addition to content delivery. Parents' positive answers demonstrate their faith in madrasa education, which emphasizes moral and spiritual learning in addition to academics (Ashfaq, 2021; Setyosari & Kamdi, 2021; Nisa & Aimah, 2024; Hikmawati et al., 2024). Teachers, parents, and the community must work together to create a conducive learning environment in order to develop kids who are not only academically gifted but also morally upright and able to make valuable contributions to society (Puyo, 2021; Sethi & Scales, 2020). Additional study highlights the value of positive teacher-student interactions, which can enhance both the educational process and student happiness. Consequently, one of the most important ways to raise the standard of instruction in madrasahs is to train teachers to become more competent.

The Influence of Educational Facilities on Satisfaction Levels

Educational facilities play a crucial role in determining the level of student and parent satisfaction with the quality of education in madrasahs. Adequate facilities, such as comfortable classrooms, well-equipped libraries, modern laboratories, and prayer and sports areas, not only improve the quality of the learning experience but also create an environment that supports students' academic and non-academic development.

One important aspect of educational facilities is the existence of classrooms designed to support interactive learning methods. Classrooms that have good layouts, multimedia equipment, and access to information technology can increase student focus and participation during the teaching and learning process. Students who learn in a comfortable and inspiring environment tend to be more motivated and enthusiastic in following lessons, thus contributing to their satisfaction with the education they receive. As stated :

many students report feeling more motivated when learning in a supportive environment. We also often receive positive feedback from students who feel that comfortable classrooms help them concentrate better. Not only that, our teachers are also more free to teach with a variety of methods, because the existing facilities support more dynamic learning (gm).

From the interview results, it can be seen that students admitted to feeling more motivated when learning in a supportive environment. They reported that comfortable classrooms helped them concentrate better. This positive feedback shows that a conducive learning atmosphere can increase student engagement. In addition, teachers can teach with a variety of methods thanks to supportive facilities, which creates more dynamic learning. This contributes to improving the quality of education in madrasas, facilitating better interactions and more interesting learning experiences for students. A well-stocked and well-maintained library is also a major factor in supporting student satisfaction. Easy access to a variety of learning resources allows students to deepen their understanding of the subject matter and develop research skills. Madrasas that provide these facilities are considered more professional and responsive to students' academic needs, which in turn increases parental trust.

In addition, facilities for extracurricular activities, such as sports, arts, and religious activities, also contribute to customer satisfaction. These activities not only add value to education, but also help students develop their talents and social skills. When students feel that the madrasah supports various aspects of their development, both academic and non-academic, they will be more satisfied with their educational experience. As per the interview :

Extracurricular facilities are no less important. Here, we provide various activities such as sports, arts, to religious activities designed to develop students' talents and social skills. These activities provide space for students to excel outside of academics (gm).

Extracurricular facilities in madrasas play an important role in the overall development of students. By providing a variety of activities such as sports, arts, and religious activities, madrasas help students develop their talents and social skills. Extracurricular activities give students the opportunity to explore their creativity outside of academics, such as in music or fine arts classes. In addition, these activities also encourage social interaction, allowing students to learn to work in teams and improve communication skills, which are essential for building good social relationships. Religious activities help students reinforce the spiritual and moral values taught, and encourage them to contribute to society. With all this, extracurricular facilities not only enable students to achieve in non-academic areas, but also contribute to the development of their character and self-confidence, making education in madrasas more holistic.

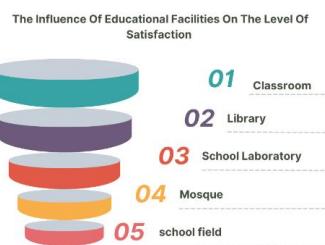


Figure 1. Educational Facilities

The success of the learning process in a madrasah is supported in large part by educational facilities (El Widdah, 2022; Kusnanto et al., 2023). Educational facilities are more than simply physical structures; they play a vital part in establishing a supportive, motivating learning environment that promotes the overall development of students. A well-designed classroom with a flexible structure and sufficient learning technologies may foster an engaging and dynamic learning environment. This boosts learning motivation, enables students to participate more actively in the learning process, and eventually improves their academic performance.

In addition to classrooms, a complete and well-maintained library is also very important. The library not only functions as a place to borrow books, but also as an information center that students can use to conduct research, develop critical thinking skills, and broaden their horizons (Schmidt , 2023 ; Kranich, 2020) . Facilities for extracurricular activities, such as sports fields, art rooms, and prayer rooms, also play a very important role in supporting the overall development of students. Extracurricular activities not only provide opportunities for students to develop their interests and talents, but also help them build character, social skills, and good physical health.

Communication Between Madrasah and Parents

Effective communication between the school and parents plays an important role in creating customer satisfaction with the quality of education. A good relationship between the two parties not only strengthens trust, but also allows the education process to run more smoothly. Parents who feel involved in their children's academic and non-academic development tend to be more satisfied with the educational services provided by the school. One important form of communication is providing regular information about student development, either through face-to-face meetings, academic reports, or digital media. These regular reports help parents understand their child's progress in various aspects, including academic grades, participation in extracurricular activities, and behavioral development. When parents feel they are getting sufficient and transparent information, they feel calmer and more confident that the school is managing their child's education well.

In addition, parental involvement in decision-making regarding school policies, such as school activities, additional curriculum, or new rules, is also very important. Madrasahs that accommodate input from parents through discussion forums or school committee meetings create a sense of inclusivity. Parents feel that their opinions are valued and have a stake in the quality of education their children receive.

This is in line with what was conveyed by the guardian:

communication between the madrasah and parents is very good. Every month, we get a report on the child's development, both academically and in terms of attitude at the madrasah. If there is a problem or something that needs attention, the teacher usually contacts me directly via WhatsApp , telephone, the student's guardian group , and individual reports that can be viewed from the student application. I feel directly involved in my child's education, and this makes me calm because I know their development from time to time (wm).

Effective communication between the madrasah and parents is key to the success of students' education. In this interview, it was explained that the madrasah implements a good communication system to ensure that parents are always updated with the latest information on their children's development, both academically and attitudinally. Every month, the madrasah provides a comprehensive report and if there are any problems, teachers directly contact parents via WhatsApp , telephone, student guardian groups, or a special application that makes it easy for parents to see individual reports for their children. This approach creates greater involvement for parents in the educational process, so that they can provide the necessary support at home. One of the parents

interviewed felt reassured because they could monitor their child's development over time, establish a closer relationship with the teacher, and feel part of their child's educational journey. Overall, good communication between the madrasah and parents not only supports students' academic development, but also provides a sense of security and comfort for parents, and contributes to the creation of a positive and supportive learning environment for students at the madrasah.

For madrasahs, strong relationships with parents also provide benefits in terms of managing the quality of education. By listening to feedback from parents, madrasahs can identify areas that need improvement, whether in terms of teaching, facilities, or approach to students. This ensures that madrasahs are able to continuously improve the quality of their educational services in a sustainable manner, in accordance with customer expectations. Overall, good communication between madrasahs and parents creates a higher sense of trust, participation, and satisfaction, and contributes to building a positive reputation for madrasahs in the eyes of the community.

Effective communication between madrasahs and parents is very important in creating satisfaction with the quality of education. A good relationship between the two parties not only increases trust but also facilitates the education process (Kmieciak , 2021 ; Komalasari et al., 2020) . Parents who feel involved in their children's academic and non-academic development tend to be more satisfied with the educational services provided (Xie, 2024; Hagenauer et al., 2021) . Providing regular information about student progress, either through face-to-face meetings, academic reports, or digital media, is an important form of communication. With regular reports, parents can understand their child's progress in various aspects, including academic grades, extracurricular participation, and behavioral development. When parents feel they get sufficient and transparent information, they will feel calm and confident that the madrasah is managing their child's education well.

In addition, parental involvement in decision-making regarding school policies is also very important. Madrasahs that accommodate input from parents, through discussion forums or committee meetings, create a sense of inclusivity. This makes parents feel that their opinions are valued and have a stake in the quality of education their children receive (Anastasiou & Papagianni, 2020) . For example, a guardian stated that communication between the madrasah and parents was very good, with regular reports on the child's progress being given every month. If there were any problems, teachers would contact parents directly through various media, such as WhatsApp and special applications. This approach not only increased parental involvement in the educational process, but also created a positive, safe, and supportive learning environment for students at the madrasah. Thus, good communication between the madrasah and parents contributed to building a positive reputation for the madrasah in the eyes of the community.

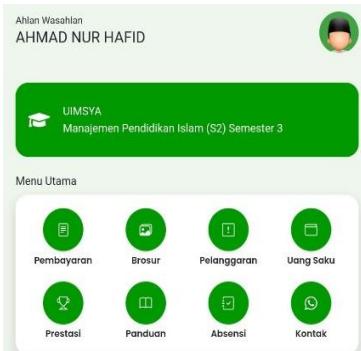


Figure 2. Student Information System

Integration of Islamic Values in Quality Management

Integration of Islamic values in the management of educational quality in madrasahs is an important aspect that not only maintains the quality of education, but also maintains the identity of the institution as a religious-based institution. In quality management, Islamic values can be applied through various dimensions, including in aspects of teaching, interaction between madrasah residents, and resource management. The application of these values aims to create quality education with a strong moral and spiritual foundation, in accordance with the main mission of the madrasah as an Islamic educational institution.

The development of Islamic character is one way that Islamic values are applied in quality management. Teachers and staff at madrasahs must be role models in their daily lives in addition to possessing strong academic credentials. The primary tenets upon which they do their tasks and obligations include principles like sincerity, honesty, and amanah (trustworthiness). As a feature of Islamic education, this is consistent with the idea of akhlakul karimah. Madrasahs can establish an educational setting that emphasizes both academics and the growth of students' character when these principles are incorporated into the quality management procedure.

In this regard, the results of the interview show

The implementation of Islamic values is reflected in many aspects. One of them is through the formation of Islamic character for teachers and staff. They are not only required to have good academic competence, but must also be role models in everyday life. (km).

From the interview above, it was revealed that educators are not only required to have good academic competence, but must also be role models in everyday life. Teachers and staff at the madrasah are expected to ... Integrate Islamic values into every aspect of their teaching. This means that they must demonstrate behavior that reflects Islamic teachings, such as honesty, discipline, and respect, not only in the classroom, but also outside the school environment. In doing so, they become real examples for students, who will be inspired to emulate these good behaviors.

In the context of teaching, Islamic values are also reflected through a holistic and integrative approach. Teaching in madrasahs is not only aimed at improving students' intellectual abilities, but also at shaping them into individuals with noble character, who care about others, and who are responsible for the environment. Every subject, both general and religious, is directed to strengthen the spiritual values taught in Islam. For example, in science lessons, students are invited to reflect on the greatness of Allah through the creation of the universe, so that they can appreciate science as part of a way to understand the signs of God's greatness.

The interview results show

Teaching in madrasahs is not only aimed at improving students' intellectual abilities, but also at shaping them into individuals with noble morals. Every subject, both general and religious, is directed at strengthening spiritual values. For example, in science lessons, students are invited to reflect on the greatness of Allah through the creation of the universe, so that they see science as one way to understand His greatness. With this approach, students not only learn academically, but also strengthen their faith and morals (km).

From the interview, it can be seen that teaching in madrasahs has a broader purpose than simply improving students' intellectual abilities. Here, education is directed at shaping students' characters into individuals with noble morals. This means that every subject, whether general or religious, is not only taught to master the material, but also to instill deep spiritual values in students. For example, in science lessons, students are not only taught scientific facts about the universe. They are also invited to reflect on the greatness of God through the process of creation. By linking science to His greatness, students can understand that science is one way to better understand and admire God's creation. This approach helps students to not only see science as an

academic discipline, but also as a means to strengthen their faith.

The integration of Islamic values in the management of educational quality in madrasas is very important, because it not only maintains the quality of education, but also maintains the identity of the institution as a religious-based institution (Kusnanto et al., 2023 ; El Widdah, 2022) . This creates a synergy between academic quality and the development of students' moral and spiritual character (Shevchenko et al., 2020) . In teaching, every subject, both general and religious, is directed to strengthen spiritual values. For example, in science lessons, students are invited to reflect on the greatness of Allah through the creation of the universe, so that they can understand science as one way to better know and admire God's creation.

The application of Islamic values also includes the formation of Islamic character in madrasah teachers and staff, who are expected not only to have high academic competence but also to be role models in everyday life (Syarnubi et al., 2021) . Principles such as honesty, trustworthiness, and sincerity in working are the foundation for carrying out their duties. By integrating these values, madrasahs are able to create an educational environment that focuses on developing student character, so that education is not only oriented towards academic results, but also towards the formation of individuals with noble and responsible morals.

CONCLUSION

The conclusion of this finding confirms that teaching quality is the main factor that most influences customer satisfaction in madrasahs, both from the perspective of students and parents. Quality teaching, which includes teacher competence, effective teaching methods, and personal interactions, is highly valued by customers. Teachers who are able to deliver material in a way that is easy to understand and act as moral role models in everyday life, are important factors that encourage satisfaction with madrasah education. In addition, adequate educational facilities also play a crucial role in supporting the learning process. Comfortable classrooms, a complete library, and facilities for extracurricular activities support a conducive learning environment, which in turn increases student and parent satisfaction. These facilities help students develop academically and non-academically, as well as build balanced character and social skills.

Stronger customer satisfaction is also a result of the madrasah and parents having good communication. Involving parents in their children's development and educational decision-making fosters a high level of trust and participation, which eventually improves the madrasah's standing in the community. Therefore, the madrasah's ability to satisfy its patrons depends on a number of factors, including good instruction, auxiliary facilities, and efficient communication. Incorporating Islamic principles into quality management is also crucial to preserving the madrasah's reputation as a religiously oriented school that can turn out graduates with high moral standards and strong character.

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