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STUDENT VIEWS OF SERVICE QUALITY FACULTY TEACHING LEARNING AND EDUCATION STATE INSTITUTE OF ISLAMIC RELIGIOUS SULTAN MAULANA HASANUDDIN BANTEN

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ABSTRACT

The objective of this research are : 1) to describe the level of quality service, 2) to compare the service quality between expectation and reality, 3) to compare the service quality based on study program. The conceptual framework of this research adopts the model of SERVQUAL Parasuraman, Zeithaml and Bery (1998). The collection of the data is done by questionnaire about service quality, covering aspects: 1) Tangible , 2) reliability , 3) responsiveness, 4) Assurance , and 5) Empathy was suggested by Parasuraman (1998). The instruments were sent to student of teaching learning and education faculty Institut Religious State Islamic Sultan Maulana Hasanuddin Banten. The data were analysed using SPSS version 16.00. The descriptive statistic used service quality of Parasuraman model (1988). The inferential statistical method used t-Test and ANOVA. The findings of this research show: The first: service quality of tangible, reliability, assurance, responsiveness and empathy aspect are in medium category. Secondly, There is a difference between the quality of service received with the expected, covering: tangible, reliable, responsiveness, assurance and empathy aspect. Expectancy high category for all the service aspects. The service received is in medium category for all aspects of the service. Gap of quality medium category for all aspect. Third, There is a service quality differentiation scores significantly between groups of Islamic Studies Program with a group of Arabic Language Study Program, with a group of English Education Study Program, and group of Teacher's Islamic Elementary school study programs. Tangible aspects of service quality, reliability, the assurance, the responsiveness, and empathy aspects need to be improved.

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INTRODUCTION

Improvement quality of islamic high education has become policies, programs and activities include: 1) improvement access, 2) improvement the quality of services, and 3) improvement the quality and competitiveness of graduates and improvement the quality of management (Directorate of Islamic Education, 2010). Policies, programs and activities in order to improve the quality of islamic high education Islam is not shown the expected results. The two main problems are showed The Islamic High Education, unsecsesfull namely: 1) The issues of quality graduates produced, 2) the contribution of Islamic high education for the development of Islamic sciences.

It can be seen in many indications that graduates do not have the skills in Islamic sciences program (Directorate of Islamic Higher Education; 2004). Further stated, there are some internal constraints that caused a variety problems of Islamic high education, namely: 1)The management and leadership, 2) curriculum, 3) lecturers, 4) the process of teaching and learning, 5) student input, 6) learning infrastructure, and 7) the environment and the situation of learning (Directorate of Islamic Higher Education, 2004). Mas'ud (2002) argues that, the weakness of Islamic high syndrome education in general, namely; 1) syndrome dikhotomik of science, and the problem of motivation to produce the invention, 2) concept of humanity was underdeveloped and oriented to the concept of "servant of God", than the "Leader of God on The earth", and "Build a

relationship with God", rather than "Build relationships with human beings". 3) The orientation of education is not balanced, thus will come big problems in the world of Islamic education, ranging from philosophic to methodological problems, even to a culture of learning. Furchan (2004), mentions some of the obstacles are faced by the majority of Islamic High Education, graduates namely; 1) mastery of knowledge of Islam is less, due to the inability to reading the classic books of Islam; (2) mastery of general knowledge is not enough to communicate well to The community members; (3) The Lack of methodological and technical mastery to convey Islam to The different Muslim communities different; (4) it can not be an The example, because The lack of practiced the teachings of Islam. Thoyib (2008), expected and give some advices to Islamic quality high education, namely: 1) improve academic management quality overally and sustainable; 2) implement management quality supported by friendly academic environment; 3) Providing support to the humanity sense of resources. Islamic High Education must be managed professionally. Because according Dardjowidjojo (2007), professional management in Islamic high education give the creation quarantees of Islamic high education, Which has: 1) the academic the good management and administrative, 2) provision of adequate infrastructures, 3) The library's budget is sufficient, 4) lecturers are highly qualified, 5) program of research activities, 6) The policies help the quality of lectures and students, 7) The welfare quarantee for all staff, 8) The vision oriented only on academic progress.

Literatur Review

Quality of Service

Quality is something dynamic and constantly moving, if moves forward, The quality have improved, if it moves backward, quality. Is declining According Avianti (2005), Quality can means superiority or excellence that exceeds the general standard. Something is qualified if there's a match between requirements of objects or services, it desired with the intent of the people want. According Sviokla (2002), Quality of service is the extent to which the services rendered by the company in accordance with needs and expectations of customers. Tjiptono and Gregory (2005) defines quality of service as a measure of how good the level of service provided match with the customer's expectations. Based on this definition, the quality of service can be achieved through the fulfillment of customer needs and wants as well as the accuracy of delivery to balance customer expectations. Thus, there are two main factors that influence the quality of service, namely : the expected services and perceived service. If the perceived service accordance with the expected services, the quality of service is perceived good or positive. If the perceived service exceeds the expected services, the quality of service is perceived as the ideal quality. Conversely, if the perceived service is worse than expected services, then the quality of service is perceived as negative or bad. Therefore, whether good or not the quality of service depends on the ability of service providers meet customer expectations consistently. One of service quality model is the service quality model (SERVQUAL). Parasuraman (1985) established the SERVQUAL model based on distance analysis techniques to measure the quality of service. Parasuraman uses qualitative methods with interviewing 14 business executive employee and making discussions 12 customers. This method is conducted to establish and review the model of service quality

(SERVQUAL). According to the SERVQUAL model, quality of service is a measurement of the distance as the differentiation between expectation and reality toward the services are received by customers (Grönroos 1984, Parasuraman 1985).

Service of Higher Education

Kotler & Fox (1995), view that there are six main the service quality dimension at the college, namely: quality of instruction, academic advising, library resources, extracurricular activity, opportunities to talk with faculty members, job placement services. Tampobolon (2001), mentions that the principal attribute of services quality at the college are: The First, is relevance, namely the degree of conformity between: (a) academic policy according to the student's, needs government, and society; (b) Stocks of books in the library according to the demands of the curriculum. Second, the efficiency and effectiveness include: (a) The way and presentation of The material, (b) administrative procedures. Third accountability, including: (a) Accountability of the test results, (b) Accountability of lecturers and administrative services. Fourth, creativity include: (a) appropriate teaching methods, (b) new literature and information of job. Fifth, the employment situation include: (a) The relationship between lectures, (b) supporting employees and students. Sixth, appearance, among others: (a) The tidiness, cleanliness, beauty of the classroom, (b) Neatness, cleanliness, beauty college equipment, (c) Appearance of supporting employees and lecturers. Seventh, empathy and responsiveness include: (a) The level of customer service, (b) the level of responsiveness to customers. Eighth, productivity and capabilities, including: (a) The passing rate of students in each year (b) The level of ability of students (c) The level of waiting period of work.

Tjiptono (2007), illustratis that the dimensions of service quality in the college in tabular form as follows:

Table 1. Attribute and Dimension Quality of Service In Higher Education

No	Attribute	Dimension
1	Completed facility in the classroom	Physical evidence
2	Employees groomed	Physical evidence
3	Appropriate physical facilities offered	Physical evidence
4	Facilities of management information system academic accessible web-based	Reliability
5	Information submitted on time	Reliability
6	Ease of downloading a letter in support activities course	Reliability
7	Accuracy officer in the input schedules or grades	Responsiveness
8	Professional services	Responsiveness
9	Rapid response when providing service	Responsiveness
10	Immediacy officer in fixing the error	Assurance
11	The information provided is always precise and accurate	Assurance
12	Academic administrative services officer Experienced according to the field	Assurance
13	The customer service is very attentive academic	Empathy
14	Ease in communicating with officer academic admisitrasi	Empathy
15	Clarity in conveying information officer	Empathy

Source : Tjiptono, 2007

Grönroos research (1990), shows that there are six criteria that can be used to measure the quality of a service, including: First, the professionalism and skills of employees. Second,

attitudes and behaviors. Third, flexibility and resiliency. Fourth, reliability and trust. Fifth, recovery, and the sixth, reputation and credibility (Robert, 1995). While Rogers (1994: 14) states that, the key formins factors of the internal capabilities of the organization, in terms of services are human resources that directly involved in customer service. Because, of The colledge are the service properties, there are some properties that should receive attention in the improvement of quality of service: 1). Accuracy of The service period; 2) Accuracy of service; 3) Courtesy and hospitality in providing services; 4) Responsibility related to the acceptancing of orders and control of the eksternal customer complaints; 5)) Provisions related to the scope of services and the availability of supporting means and the other service komplomenter; 6) ease of getting service. As the number of outlets, The submussive employees, and ease of support such as computers and others; 7) Variation of service model. As new patterns and features of the service and others; 8) personal service. In connection with the flexibility, control of special requests and ect; 9) Comfort in services; 10)The supporting Attributes other services. Such as the environment, cleanliness, waiting room, ease of music, air conditioning, and others (Sugiyanti, 2000)

Conceptual Framework Research

This study adopts the parasuraman SERVQUAL model, Ziethaml and Bery (1998) and base on the Internal Quality Assurance System are applied in Universities of Indonesia (2010), Tjptono view (2007), and Ahmad’s and tan (2002), Tan (2007). The conceptual framework of the study research describes as the picture 1.

higher education institutions. Empathy (empathy), which is the ability to provide a genuine concern and individual specifically. According to Figure 1 the service quality is measured by comparing the distance between expectations with reality obtained from the model SERVQUAL (Parasuraman, Zeithaml, and Berry; 1988. Figure 1 shows the level of quality of service received differentiated into high, medium, and low (Tan, 2007; Ahmad, 2002). Figure 1 also shows the differences in the services received by students consists of: very less, less, medium, good and excellence (Tan, 2007, Ahmad; 2002). Figure 1 also shows that the services received by students in each program as studies will find similarities or differences (Tan, 2007).

Reserch Method

This study uses quantitative research of parasuraman (1985) SERVQUAL model Parasuraman (1985) for the data description. And a the comparison method uses t-test and analysis of variance (ANOVA) for inferential statistics. Researchers used a quantitative approach to measure and analyze differences in the quality of services at Faculty of Teaching and Learning IAIN SMH Banten from the perspective of students. The distribution of population is, 237 people from the Department of Islamic Religious Education, 89 people from the Department of Arabic Language Education, 190 people from the English Department, 118 people from the Department of Government Elementary School Teacher. The distribution of the sample proportionally 73 people from the Department of Islamic Religious Education, 27 people from the Department of Arabic

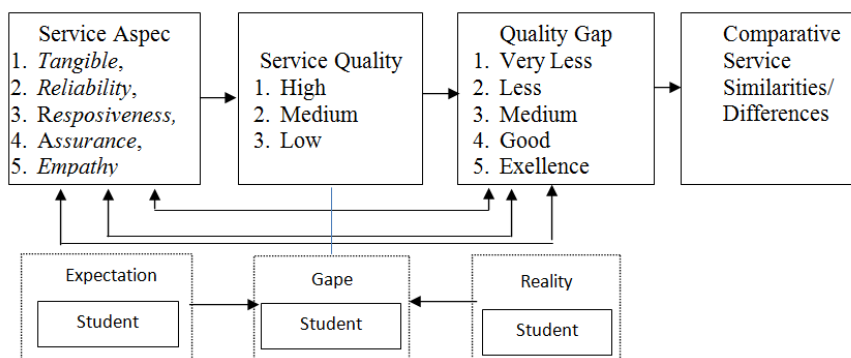


Figure 1. Conceptual Framework Research

Table 1. Interpretation of Average Score For Service Quality Levels

the average distance	Interpretation	Expectation	Reality
1.00 – 2.33	Low	Expectations of service quality were studied expectations of service does not meet the expectations of students	Implementation of the quality of services studied does not meet the expectations of students
2.34 – 3.66	Medium	Expectations of service quality were studied meet most of the expectations of student	Implementation of the quality of services studied meet most of the expectations of student
3.67 – 5.00	High	Expectations of service quality were studied meet the expectations of students	Implementation of the quality of services studied meet the expectations of students

Source: Tan (207), Ahmad (2002).

Figure 1. shows that the service quality according Parasuraman, Zeithaml, and Berry (1988) include: Tangible, the appearance and the ability of infrastructure in educational institutions providing services to internal customers (lectures and staff) and external customers (students). Reliability, the ability of educational institutions to provide services according to the promise. Asurance, which is in the form of competence, courtesy and the ability to gain confidence of customers to

Language Education, 58 of the English Department, 36 people from the Department of Elementary School Education Teacher. The research instrument used questionnaire. Researchers develop research instruments based on the conceptual framework of research and operational definitions refers to dimensions are suggested by Parasuraman (1998). Questionnaire quality of services covering The aspects: 1) Tangible 15 items, 2) relaiability 10 itemss, 3) responsivenes 5

items, 4) Assurance 10 items, and 5) Empathy 10 items. Researchers distributed questionnaires to 193 respondents of The Teaching and Learning faculty of islamic institute in Banten Religious Banten. Interpretation of the research average score result toward the expectations of the service quality received is divided into three levels: low, medium, and high as shown in Table 1. Table 1 shows the interpretation score to determining the level of service quality in Faculty of Teacher Training and Education state islamic institute Sultan Maulana Hasanuddin in expectations and existing practices trms. To interpreting the average score of hope, the average score is 1.00 – 2.333, it shows The quality service in this research did not meet the expectations of students. The average score 2.34 – 3.66 shows the quality of service was in The student expectations. The average score 3.67 – 5.00 shows the quality of services meets the expectations of students.

Education Islamic Religious Institute State Sultan Maulana Hasanuddin Banten shown in Table 3 below: Table 3 shows the level of service quality of service Faculty of Teacher Training and Education faculty State Institute Islamic Religious of Sultan Maulana Hasanuddin Banten for intangible aspect, The expectations are high (mean = 3.80, St.Dev = 1.00). The quality of service provided, is medium (mean = 3.40; St.Dev. = 0.80). The range of quality is medium (mean Δ = -0.40). The level of service quality in reliability aspects, The expectations are high (mean = 3.95, St.Dev = 1.00). The quality of services provided, is medium (mean = 3.64, St.Dev. = 0.94). The range of quality is medium (mean Δ = -0.31). The level of quality in responsiveness service aspects, The expectations are high (mean = 3.96, St.Dev = 0.94). The quality of service provided is medium (mean 3:46, St.Dev. = 0.88). The range of quality is medium (mean Δ = -0.26).

Tabel 2. Interpretation Quality Score Gap

The range Scale		Interpretatio
-2.40 to -4.00	Very less	The quality of services provided to this aspect of the study did not meet expectations
-0.80 to -2.39	Less	The quality of services provided to the aspects studied meet the expectations of a limited number
-0.79 to 0.80	Medium	The quality of services provided to the aspects studied meet most expectations
0.80 to 2.40	Good	The quality of services provided to the aspects studied fulfill expectations
2.41 to 4.00	Excellent	The quality of services provided to the aspects studied exceeded expectations

Source Tan (2007), Baharudin (2003), Ahmad (2002).

Tabel 3. Level of Quality Faculty of Teacher Training and Education

No	Service Aspect	Expectacy of Service			Actualization of Service			Gape	Interpretation
		Mean	Standard Deviaton	Interpretaiton	Mean	Standard Deviation	Interpretation		
1	Tangible	3.80	1.0	High	3.4	0.80	Medium	-0.40	Medium
2	Relaibility	3.95	1.00	High	3.64	0.94	Medium	-0.34	Medium
3	Responsivines	3.96	0.98	High	3.46	0.88	Medium	-0.26	Medium
4	Assurance	4.35	0.75	High	3.70	0.87	High	-0.65	Medium
5	Empathy	4.49	0.61	High	3.70	1.07	High	-0.79	Medium
	Service Quality	4.11	0.87	High	3.58	0.91	Medium	-0.49	Medium

Table 1 shows the interpretation of the service implementation. The average score of 1.00 – 2.33 shows The implementation of quality service was in The student’s expectations. The average score of 2.34 – 3.67 shows implementation of quality service was in The part of student’s expectations. The average score of 3.67 – 5.00 shows implementation of quality service meets The expectations of students. Descriptive data analysis technique based on adaptation servgualmodel by Parasuraman (1985). According to this model, the score range for the student perceived quality service is measured by The comparison between expectations score with service practice. It is Measured by a scale of 1 to 5 as in the Parasuraman model (1985, 1988). The interpretation range score between practice services rendered to expectations, The range of quality scale developed by the studies based on adaptation of ahmad analysis, (2002), Baharudin (2003), Tan (2007), as in Table 2. Inferential statistical analysis uses one way analysis of variance. One way analysis of variance is used to making comparisons the quality of services received by students based on the study program. The average for each set score are interconnected with each other. The average for each score is interconnected as answered by the same respondents (Aron, 2005).

RESULT AND DISCUSSION

The level of service Quality of Teaching and training faculty Education Islamic Religious Institute State Sultan Maulana Hasanuddin Banten: The research about The level of service quality service of Teaching training faculty

The level of quality in assurance service aspects, expectations are high (mean = 4:35, St.Dev = 0.75). The quality of services provided is high (mean = 3.70, St.Dev. = 0.80). The range quality is medium (mean Δ = -0.65). The level of quality in empathy service aspects, expectations are high (mean = 4.49, St.Dev = 0.61). The quality of services provided is high (mean = 3.70, St.Dev. = 1.67). The range of quality is medium (Δ mean = -0.79). The level of quality assurance service aspects, expectations are high (mean = 4:35, St.Dev = 0.75). The quality of services provided is high (mean = 3.70, St.Dev. = 0.80). Gap of quality is medium (mean Δ = -0.65). The level of quality in service all aspects, expectations are high (mean = 4.11, St.Dev = 0.87). The quality of services provided is high (mean = 3.58, St.Dev. = 0.91). Gap of quality is medium (Δ mean = -0.49). Conclusion of reseach result the level of quality of service Faculty of Teacher Training and Education State Institut Islamic Religious of Sultan Maulana Hasanuddin Banten for intangible aspect, The expectations are high. The quality of service provided is medium. The range quality is medium. The level of service quality in reliability aspects, The expectations are high. The quality of services provided, is medium. The range quality is medium. The level of service quality in responsiveness aspects, The expectations are high. The quality of service provided is medium. The range of quality is medium. The level of service quality assurance aspects, The expectations are high. The quality of services provided is high. The range of quality is medium. The level of service quality in the aspects of empathy, The expectations are high. The quality of services provided is high. The range of quality is medium. The level of quality assurance, in The

service aspects, The expectations are high. The quality of services provided is high. The range of quality is medium. The level of service quality in all aspects, The expectations are high. The quality of services provided is high. The range of quality is medium. The level of service quality in the tangible, reliable, responsiveness, assurance and empathy aspects at the intermediate level based on this study, have similarities and differences according to the results of Panji research (2006). The differences are the quality of service of the tangible aspects on high category the percentage reached 99.5%. The level of quality of service aspects of a reliable an, high category the percentage reached 76.2%. The equation is the level of quality in the aspect of empathy medium category, the percentage reached 59.8%. The level of service quality of response aspects in medium category, the percentage reached 56.2%. And the level of service quality of assurance aspects in the medium category, the percentage reached 54.7%. The results of the quality of service tangible aspect in medium category is being found also in Abror research (2011), where the average medium category is reaching 3.6. Tangible service quality needs attention from the faculty. This is matching with lee research findings (2000), The finding of tangible dimensions of service quality is an important factor for equipment-based industry, whereas universities are based on human resources less attention for that. However, the tangible quality of service should be concern to realize the good quality of the service. The service quality of the response aspects was based on the results of this study is matching with the Lee views, (2000), The dimensional of response should have a good performance, due to the business-based on human resources must have a high quality of the response service aspects. Research of Pariseau, Daniel (1997) and Kesley, Bond (2001) also found that the quality of response services is the second most important dimension in assessing the quality of service at a business school.

The Service quality of assurance aspects at medium category in this study should be a concern. Because research Pariseau and Daniel (1997), found that the most decisive factor for the assurance of an education institution based on business. And according to Kelsey and Bond (2001), The aspect of assurance is a decisive factor for customer satisfaction. Aspects of empathy in medium category in this study should be a concern. Because according Pariseau and Daniel (1997), this aspect is a third aspect and it significantly affects toward the assessment of service quality at the business school. The results showed an average of service quality due to the medium category, it caused the weakness in the system of learning in Islamic High Education, namely, 1) The interaction of learning with educators is still a monologue; (2) The evaluation of few system only touches on cognitive aspect, and has not been standardized and forgotten affective, and psychomotor aspects (righteous deeds); (3) tending to be secular, (4) The subjects of religion loses freshness because only as The lesson or religious knowledge; (5) leadership crisis because not all of professors understand the integration of science and religion; (6) Limited laboratory; (7) The fashion style the majority of faculty and students is not yet showing islami performance (Maskuri, 2013). The quality of service in medium categories indeed implicated in the institutions of High Education in Indonesia as revealed by Wahyu (2013) which suggests some cause of the low quality of education in Indonesia, namely: (1) The effectiveness of education is low, (2) Efficiency of teaching is low, (3) Education is not yet meet the standards, (4) The low quality of the infrastructure, (5) The low quality of teachers,

(6) low prosperity of educators (7) The low learners' achievements, (8) Lack of equal education access, and (9) the low relevance of education to the needs, and (10) high costs of education. Seeing the results above, according to Tobroni (2010) Islamic High education should be able to develop a culture: First, walk the talk, That is of carrying out what was expressed. Second, the seriously culture. Third, mutual respect culture it is mutual respect and appreciate the work and skill of the other, four, (excellent orientied), namely the quality culture as well as business-oriented achievements and abilities. Analysis Table 4 shows the range of servicethe quality between 0.760 to 0.309 is in medium category, it means the quality of the new service meets most expectations. The range of the greatest quality is the aspect of empathy (Δ mean = 0.760), followed by the aspects of The guarantee (Δ mean = 0.648), The aspects of intangibles (Δ min = 0.401), The aspects of the response (Δ mean = 0.399) and The aspects of reliable (Δ mean = 0.309), Decision of statistical tests in Table 4 clearly shows that there are significant differences between the mean score of the service provided quality are expected in all the quality of the services aspects studied, namely: tangible, reliable, response, assurance and empathy. This difference indicates the service expected by the students are not parallel with the reality of existing services in the Faculty of Trainign and Teaching Education. Decision of the t-test is significant for all aspects, that is, aspects of intangibles ($t = 8.640$, $df = 193$, $p < 0.05$), aspects of reliable ($t = 7.566$, $df = 193$, $p < 0.05$), response aspect ($t = 6.596$, $df = 193$, $p < 0.05$), aspects of the guarantee ($t = 18.714$, $df = 193$, $p < 0.05$), and the aspect of empathy ($t = 18.680$, $df = 193$, $p < 0.05$). Thus the hypothesis that there is not any difference between the quality of service expected in all of the aspects were studied, namely: tangible aspects, reliable, responsiveness, assurance and empathy according to students are rejected at a significance level of $P < 0.05$. Thus there is a difference between the quality of service received with expected aspects from the tangible aspects, reliable, responsiveness, assurance and empathy.

The results showed that there is a difference between the quality of service received with the expected aspects of the tangible, reliable, responsiveness, assurance and empathy. The differences between The expectations among reality of the service received quality according to the results of this study is suitable service also found on Setyawasih research (2012). it found That the overall level of the Directorate of Academic Services reached 78.43%, which means the service at the Directorate of Academic Services unit have not yet the expectations of students. The highest concordance rate is 87.5% on the cleanliness and appearance care workers and the lowest is 70.31% on the speed of the service procedure. Further Setyawasih (2012) found that the overall concordance rate service at the Faculty of Administration reached 85.26%, which The means service of the unit of the Faculty of Business Administration has not met expectations of the student. The highest concordance rate is 89.99% on the cleanliness and appearance care workers and the lowest is 81.07% on the speed of the service procedure. Results of Husnayeti research (2012) also found that there is a difference between the expectations and the actual quality of service received aspects of service quality tangible expected high category (mean = 4.38), quality of service received moderate category (mean = 3.18), the range of the quality of service received with high expectation category (-1.20). Reliable aspect of high expectations category (mean = 4.20), quality of service received medium category (mean = 3.31) the range between

the quality of service received by expectations of high category is (-1.12). Response expectations aspect of high category (mean = 4.32), the quality of service received of medium category (mean = 3.14), the range between the quality of service received by expectations (-1.21) was high category. Assurance expectations aspect of high category (mean = 4.51), quality of service received of medium category (mean = 3.35) the range between the quality of service received by expectations was high category (-1.16). Empathy expectation aspect of high category (mean = 4.36), the quality of service received of medium category (mean = 3.23) the range between the quality of service received by expectations was high category (-1.13).

Comparative Aspects of Service Quality Based On Student Perspectives Study Program

To determine the quality of service based on the data obtained from the questionnaire of 73 students in the Islamic education program, 27 students of Arabic Language Study Program, 58 students of English Education study program. 35 students of Elementary School Teacher Education study program.

Then the data were analyzed using one way ANOVA. Research results in Table 3 shows the mean score of the quality of service according to students with the different program indicate relatively highest mean score, obtained at Islamic Education program (mean = 3.75), followed by Education Arabic program (mean = 3.44), English Education program (mean = 3.15), and the Teacher Education Elementary School program (mean = 3.40). Table 6 ANOVA showed that there are significant differences in the mean scores of quality of service received based on the program of study (F; 3; 1,387) = 3.87; sig. 000). Furthermore, in Table 7 the results of comparative test score shortly post hoc Benferoni quality of service received by Program Studies show that the form of the difference scores service quality were significant effected between the groups of Islamic education program toward Education Arabic program, the group Education English program, and the of islamic Elementary School Teacher programs.; compared with the group of Arabic Language Program with a group of Islamic Religious Education Program, and the Group of islamic Elementary School Teacher Education program; compared with the group of English Education Program with a the group of Islamic

Table 4. Comparison Average Score Reality and Expect Services To Aspects of Quality of Service Using Paired Sample t-Test

Aspect	Expectaci Service Mean (n = 194)	Actual Service Mean (n = 194)	Differen Of Gape Mean	Std. Error Mean	Df	T	Sig. (2. Tailed)
Tangible	3.838	3.447	0.401	0.046	193	8.640	0.000**
Reliability	3.949	3.641	0.309	0.041	193	7.566	0.000**
Responsiviness	3.958	3.559	0.399	0.060	193	6.596	0.000**
Assurance	4.351	3.754	0.648	0.035	193	18.714	0.000**
Empathy	4.323	3.563	0.760	0.041	193	18.680	0.000**

*Signifikan pada aras $p < 0.05$

Table 5. Mean Score Service Quality Based On Study Program

Masa Kerja	N	Mean	St. Dev.
Islamic Education	73	3.75	0.23
Arabic Education	27	3.44	0.17
English Education	58	3.15	0.15
Teacher Education Elementry School	35	3.40	0.14
Total	193	3.58	0.24

Table 6. Results of ANOVA One Way for Quality of Service Received Difference Based Study Program

Soource	Sum of Squares	Df	Mean Square	F	Sig.
Out Group	4.162	3	1.387	38.701	0.000**
In Group	6.810	190	.036		
Sum	10.972	193			

* signifikan pada aras $p < 0.05$

** signifikan pada aras $p < 0.01$

Table 5. Comparison Test Result Score Min Post Hoc Benferoni Quality of Service Based Studies Programs

Bonferroni					
Dependent Varaible	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
Service Quality	Studies Programe	IE			
		AE	.32158*	.04264	.000
		EE	.21869*	.03330	.000
	AE	TEES	.36028*	.03856	.000
		IE	-.32158*	.04264	.000
		EE	-.10289	.04411	.124
	EE	TEES	.03870	.04820	1.000
		IE	-.21869*	.03330	.000
		AE	.10289	.04411	.124
	TEES	TEES	.14159*	.04017	.003
		IE	-.36028*	.03856	.000
		AE	-.03870	.04820	1.000
		EE	-.14159*	.04017	.003

Religious Education Program, and Elementary Teacher Education program; Compared with the group Islamic elementary schools teacher education Program with the Islamic education program and with the group English education group of Elementary School Teacher Islam study programs. Un significant difference shape between the effect of service quality score collection of Arabic Language Program toward a group of English Education Program and Group of Teacher Education Program Elementary School; versus group English Language Study Program with a group of Arabic Program; group of Elementary School Teacher Islam programs, with a group of Arabic Language Program. The results showed the differences from of service quality scores significantly between groups Islamic Education Program with Arabic Language Study Program, with English Education Program, and the Islamic Elementary School teacher education. Un significant difference from between the effect of service quality score collection of Arabic Language Program with a group of English Education Program and group of Elementary School Teacher Islam programs. The difference between the expectations and reality of the quality of services received in line with the Kotler and Helen (2009) viewed, that the satisfaction or dissatisfaction, was determined by two things namely the expectations before the purchase and the expectations and perceptions after teaching purchase. A holistic assessment approach is predicting aspects of the quality teaching, quality assessment, quality of the lectures and the quality of guidance is more effective in ensuring student satisfaction (Wilson and Lizzio; 1997).

Closed

Conclusion

The service quality level of Teaching learning and Education faculty in IAIN SMH Banten for tangible aspects, expectation high-quality level, quality of service received in medium category, and the range index of service quality within medium category. The level of service quality aspects of reliable expectations in high category, quality of services received within the medium category and service quality index is medium. The level service quality response aspect, the high category expectations. and the range index of service quality within the medium category. The level of service quality assurance aspect, high category expectations, quality of services received within the medium category and the range index of service quality within the medium category. The level of service quality aspects of empathy, high category expectations, services quality received within the medium category and the range index of service quality within the medium category. There is a difference between the quality of service received with expected, includes: the tangible aspects, reliability, responsiveness, assurance and empathy. Student expectations for service quality high category for all aspects studied. The highest expectations of service quality is the assurance aspect, followed by empathy, responsiveness, reliability, and the lowest expectation is for the tangible aspects. The service quality of student received from the Teaching Learning and Education faculty for highest category highest are, assurance aspects the medium. Aspects of service quality are, reliable, responsiveness, empathy, and tangible. The range service quality in medium category, means the quality of new services are meeting most expectations. The greatest range of quality is the aspect of empathy followed assurance, tangible and reliable aspect. There is a difference in

service quality scores significantly between groups of Islamic Studies Program with a group of Arabic Language Study Program, with a group of English Education Study Program, and group of Elementary School Teacher Islam study programs. There is no significant difference in scores of quality of service, between group the Arabic Language Study Program with a group of English Education Study Program and group of Elementary School Teacher Islam study programs.

Sugestion

The faculty makes an academic guide book contains information about the activities and matters are relating to academic activities, Managing parking facilities, Completing the availability and completeness of computer facilities. Developing practice guidelines, contains the information about the planning, implementation and evaluation. Completing the lobby and ballroom facilities. The faculty is adding internet and intranet capacity. Developing a manual of scientific papers. Adding to the supporting facilities of public space. Adding the student activity facilities. Adding completeness and readiness of learning media. Adding and increasing the availability and completeness of the library. Adding, complementing and improving the completeness and availability of laboratory support facilities. The academic part of the faculty shared Study Results card on time. Adjusted the academic police to the students needs. Improved the image and reputation of the Faculty in the public view. The selection process of new students was done strictly. Accreditation of study program was improved. Congratulating to the students who earn achievements. Improving the provision of scholarships to outstanding students in quality and quantity. Giving attention to students who are sick or afflicted. Faculty and Study Program Improve each aspect of the service quality that is tangible, reliable, responsiveness, assurance and empathy so have the same quality of one aspect with other aspects. Continuously improving the quality of service to students for services rendered reach new levels of medium.

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