

Madrasah Ibtidaiyah Satisfaction Towards The Performance of Their Supervisors

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ARTICLE HISTORY

Submitted
31-01-2022

Accepted
17-06-2022

Published
30-12-2022

ABSTRACT

This article aimed to measure the satisfaction of Madrasah Ibtidaiyah toward the performance of their supervisors in Kebumen Regency, Indonesia. This research is important because the performance of madrasa supervisors is thought to affect the quality of education in Madrasas, both managerial and academic. The object of the research was conducted at the madrasah ibtidaiyah education unit with a locus in Kebumen Regency, Central Java. The Madrasah ibtidaiyah satisfaction toward supervisors' performance was measured based on the expectations and reality of supervisors' responsiveness, reliability, empathy, assurance, and tangibles to madrasah ibtidaiyah. Through the analysis of the Customer Satisfaction Index (CSI), this study found out two conclusions. First, there was an unbalanced ratio of the number of supervisors to the number of Madrasah Ibtidaiyah. Second, although the unbalanced ratio number of supervisors and Madrasah Ibtidaiyah, Madrasah Ibtidaiyah were satisfied toward the supervisory performed by their supervisors, both managerial and academic.

KEYWORDS

Index, *Madrasah Ibtidaiyah*, Satisfaction, Supervisor, Performance



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Introduction

The quality of primary and secondary education in Indonesia is measured based on the Eight National Education Standards, including content and process standards, graduate competency standards, educational personnel standards, facilities and infrastructure, management, assessment, and education financing. The Government of Indonesia regulates education quality in Regulation No. 32 of 2013. Many parties are involved in achieving educational standards, such as education supervisors in formal and non-formal education.

The education system in Indonesia is regulated in the Regulation of National Education System No. 20 of 2003 on the National Education System. At the implementation level, the education system in Indonesia experiences dichotomies. One of the implementations is seen from the scientific characteristics; of the schools and madrasah (Basyit, 2019; Kurniawan, 2018; Kurniyat, 2018; Muhtar et al., 2019; Suteja, 2017). Schools are formal educational institutions whose areas of authority and management are under the Ministry of Education and Culture. Madrasahs are formal and non-formal educational institutions characterized by religion and whose management authority is under the Ministry of Religion.

In Indonesia's educational history, the general preference for public schools and madrasahs fluctuated. For example, in certain periods, the school became the main choice of parents. But, in other periods of the year, parent preference in sending their children to the madrasah was greater than school. Several studies related to fluctuations phenomenon in the middle of the community in sending their children to madrasah of the early days before Indonesia's independence until ten years after Indonesia's independence have been conducted, such as the research conducted by Hamruni & Kurniawan in 2019, Mahrus on 2019, Nasir on 2018, Susilawati on 2012, and Untung on 2013. Generally, these studies stated that the community's priority in sending their children to madrasah was a form of fighting against colonialism in Indonesia. And the madrasah, at that time, was the only educational institution that could be accessed by the middle to the lower-social-class community. Western-style education can only be achieved by certain groups in Indonesia, such as the nobility, and the ethical politics for those who are pro-Dutch government (Kurniyat, 2018; Zed, 2017).

Ten years after Indonesia's independence until the end of 2000, the trend of people sending their children to madrasahs decreased. People prefer to choose formal schools, which are a model of Western education for their children because they consider the quality of madrasah not as good as formal schools (Kurniawan, 2019) and madrasah are outdated with world-developments (Basri, 2017). Ten years after independence, until early 2000, madrasahs became the second class in the preference of educational institutions. From the year 2000 until today, madrasah education has

gradually increased. Moreover, in some areas of Indonesia, madrasah have become the top choice of the parent for their children to continue their education. Proved by the research conducted by Istiyani, (2017), Luneto, (2014) and Sofanudin, (2012). Those research showed that public preference in madrasah has increased. The public's preferences for madrasah increase from year to year.

The preference for madrasah is closely related to the improvements performed by the Ministry of Religion as the authority for implementing education in madrasah. One of the improvements performed is improving the quality and capacity of madrasah supervisors to foster, assist, and evaluate madrasah to be more qualified. Madrasah has a metamorphosis by adopting a formal school education governance system, but retaining its character as a religious school (Nasir, 2018; Thoha, 2011). Currently, madrasah has the same quality as public schools and has advantages in character education through strengthening their Islamic religion.

Efforts to improve the quality of madrasah are carried out through internal and external supervision. The head of the madrasah or committee might carry out internal supervision. On the other hand, external supervision might be carried out by people who are appointed to supervise madrasah mentoring. The external Supervisor of education has a task to guide, assist, and evaluate the implementation of the Eight National Education Standards in schools. Madrasah supervisors have an important role in providing managerial and academic guidance, aiming madrasah to meet qualifications and competencies.

This article tried to describe the madrasah's satisfaction with the services provided by madrasah supervisors to improve the quality of education. Service quality is a balance between expectations and desires for reality (Kotler et al., 2016). Achieving madrasah satisfaction needs a quality madrasah supervisor to improve the quality of madrasah education as a customer. Supervisors' satisfaction with educational services at madrasah is like a marketing strategy, which is strongly influenced by 10 indicators of service quality: reliability, responsiveness, competence, access, courtesy, communication, security, understanding, and tangibles (Rangkuti, 2013). The ten service satisfaction indicators are simplified into five: responsiveness, reliability, empathy, assurance, and tangibles (Idayati et al., 2020; Lusiana et al., 2020; Purwanti et al., 2019; Tjiptono, 2011). Those indicators also influence madrasah satisfaction with their Supervisor.

Based on the background, this study aimed to measure the satisfaction of madrasah education institutions toward their supervisors using the Customer Satisfaction Index (CSI) analysis, which was an analysis between expectations and reality for services (Deng et al., 2013; Kotler et al., 2016; Martensen et al., 2000; Terblanche & Boshoff, 2010). The madrasah supervisor services, in an effort to improve the quality of madrasah, is seen from the measured attributes consisting of 5

dimensions: responsiveness, reliability, empathy, assurance, and tangibles. The research site was in Kebumen Regency, Central Java Province, focusing on madrasah supervisor at the Madrasah Ibtidaiyah level.

In Indonesia, the number of formal educational institutions under the authority of the Ministry of Religion is 82.418 schools, consisting of 29.842 Kindergartens, 25.593 Madrasah Ibtidaiyah (Elementary School level), 18.176 Madrasah Tsanawiyah (Junior High School level), and 8.807 Madrasah Aliyah (High school level) (Pendis, 2021). From that number, this study took one research sample in a city in the province of Central Java. Meanwhile, the number of madrasah supervisors under the Ministry of Religion of Central Java is only 358 people. The number is certainly not ideal comparing the number of madrasah, where ideally the ratio of each madrasah supervisor is 1:30.

In some cases, a supervisor sometimes supervises more than 30 or 50 madrasah, especially for supervisors of Madrasah Ibtidaiyah whose functions include the RA and MI levels (Muawanah et al., 2020; Muzayanah, 2016a). The low number of supervisors may be caused by the assumption that this profession is a less prestigious or an outcast (Maqdisiana et al., 2013). The supervisory profession is less attractive as there is a mindset that the recruitment process of supervisors is not based on achievement but rather a kind of "outcast" from the positions or profession of teachers and principals or structural members who want to extend the retirement age. Therefore, the competence and performance of madrasah supervisors may become the difference indicator between individuals who have high and low performance.

This study tried to take a sample of Madrasah Ibtidaiyah institution (elementary school level) in one city from the madrasah population in Central Java. Then, it tried to find out the satisfaction of the principal of Madrasah Ibtidaiyah (MI) toward the performance of their Supervisors. The research site was in Kebumen Regency. Satisfaction is measured by comparing the expectation and desires of Madrasah Ibtidaiyah and the reality received, which was about increasing the quality of MI resources. Operationally, the research problem formulation was; (1) How are the expectation and desires of Madrasah Ibtidaiyah toward the performance and quality of Madrasah Ibtidaiyah supervisors in the perspective of Madrasah principals and teachers? (2) how is the reality of the performance of supervisors toward the expectations and desires of Madrasah Ibtidaiyah?.

In general, this article aimed to measure the satisfaction of Madrasah Ibtidaiyah toward the performance of their supervisors in the Kebumen Regency, Indonesia. Meanwhile, specifically, the article aimed to (1) describe the expectations and desires of Madrasah Ibtidaiyah toward the performance and quality of Madrasah Ibtidaiyah supervisors in the perspective of Madrasah principals and teachers, and (2) to measure the reality of the supervisor performance toward the expectations and desires of Madrasah Ibtidaiyah.

In terms of the duties and functions of school supervisors in Indonesia, there is no dualism in supervisory rules, both for school supervisors under the authority of the Ministry of Education and Culture and madrasah under the Ministry of Religion. Functional positions of supervisors in Indonesia, both public schools and madrasah are regulated in the Regulation of the Minister of Education and Culture No. 143 of 2014 and the Minister of National Education of the Republic of Indonesia No. 12 of 2007. By these regulations, School and Madrasah Supervisors have the duties, responsibilities, and authorities to carry out academic and managerial supervision in an educational unit. Madrasah supervisors have the functions of (1) preparing supervision programs in the field of academic and managerial; (2) fostering and developing madrasah; (3) assisting, mentoring, and developing the teachers; (4) monitoring the implementation of national education standards; (5) assess the results of the implementation of the supervision program; (6) reporting on the implementation of supervisory duties.

The qualifications of supervisors are divided into two. First, the Supervisor for TK/RA (kindergarten level) and SD/MI (elementary and Islamic elementary school) is called minor supervisors. Second, the Supervisor for SMP/MTs (junior high school), SMA/MA (senior high school/Islamic high school), and SMK/MAK (vocational high school) is called great supervisors. Madrasah supervisors must meet the qualifications, such as having a minimum education of S1 (undergraduate), experience as a teacher with a minimum rank of III-c, and maximum age of 50 years. Supervisors must also have competence which is proved by they have passed the competence test for Supervisor. The definition of competence, according to (Mulyana, 2010), is everything related to the basic character possessed by a person to perform effective performance in a work. The definition of competence is divided into threshold and differentiating competencies (Spencer & Spencer, 1993). Threshold competencies are related to the main characteristics in a person to carry out the work. And, differentiating competencies are factors that can distinguish individuals' good and bad performance. Thus, competence is closely related to a person's characteristics which will affect good and bad performance.

The supervisory program at the madrasah is closely related to the main activities of a supervisor, such as academic and managerial supervision, coaching teachers and school principals, monitoring the implementation of national education standards, assessing the performance of teachers and principal, and professional mentoring and training programs for teachers and school principals. The challenges, faced by madrasah supervisors today, are very big related to the number of supervisors, that un-proportional comparing to the number of schools or madrasah. Moreover, supervisors are not only responsible for managerial of madrasah, but also academic supervision, such as professional assistance and training of teachers.

A person's performance is not only influenced by effort, but also is influenced by abilities, such as knowledge, work and expertise, and how a person feels about the

role (Luthans, 2010; Mathis & Jackson, 2010; Robbins, 2014). Many theories explain the definition of performance. In general, performance is an assessment of the outputs by comparing the criteria or set of goals (Daoanis, 2011; Mustapha & Zakaria, 2013; Robbins, 2014; Wirawan, 2009). Performance is the output of the process of the functions of a job within a certain time, involving internal and external factors.

Performance affects satisfaction, both organizationally and individually. Satisfaction is a feeling of a person (customer) towards the quality of a product, after comparing the achievement or performance of the product and the expectations (Hadimoghadam et al., 2014; Kotler et al., 2016; Mathis & Jackson, 2010; Purwanti et al., 2019). Here, it is obviously clear that the keywords in measuring satisfaction are expectations and the quality of the product/service. In the context of education, madrasah as users of supervisory services will feel satisfied when their supervisors can provide adequate assistance. The assistance leads to an output of madrasah as quality educational institutions, such as obtaining superior accreditation.

Relating to this article, the Supervisor's performance is expected to meet the satisfaction of the madrasah's needs in terms of managerial and academic assistance, which they provided to Madrasah Ibtidaiyah both organizationally and the learning process and involving teachers. The performance of supervisors toward madrasah's satisfaction is seen from the dimensions of responsiveness, reliability, empathy, assurance, and tangibles (Idayati et al., 2020; Muzayanah, 2016b; Purwanti et al., 2019; Rangkuti, 2013; Syukri, 2014; Tjiptono, 2012). The dimension of responsiveness is related to the assessment of Madrasah Ibtidaiyah toward the duties of supervisors in mentoring and doing a professional development of teachers following the standards. The dimension of reliability is related to the assessment of Madrasah Ibtidaiyah in terms of the effectiveness and efficiency of managerial and academic supervisory services. The dimension of empathy is related to the Supervisor's concern for teachers and Madrasah Ibtidaiyah, understanding the needs of teachers, and ease of communication. The dimension of assurance is closely related to the competence of madrasah supervisors with their knowledge, performance, and behavior, and can be trusted. And, the dimension of tangibles is closely related to the facilities owned by the Supervisor, and the communication media between the Supervisor and the teacher.

Satisfaction toward the supervisor performance can be measured using various analyses techniques, such using Customer Satisfaction Index (CSI) analysis. CSI is an index in determining the overall level of customer satisfaction with an approach that considers the importance of the product or service attributes (Aritonang, 2005; Bhotte, 1996; Supranto, 2006; Widodo & Sutopo, 2018). By the satisfaction of madrasah toward the performance of their supervisors, the quality of Madrasah Ibtidaiyah, both academically and managerially, is expected to increase.

CSI analysis is used to measure the satisfaction of Madrasah Ibtidaiyah toward the performance of their supervisors, seen from the dimensions of responsiveness, reliability, empathy, assurance, and tangibles. The calculation of CSI is doing on several stages, namely determining the Mean Importance Score (MIS) for each variable, creating Weight Factors (WF) per variable, determining the Mean Satisfaction Score (MSS) for each attribute, and creating a Weight Score (WSk) for each variable (Aritonang, 2005; Oktaviani & Suryana, 2006). After all of these factors were obtained, the satisfaction of Madrasah Ibtidaiyah toward their supervisors' performance can be found using the formula of Customer Satisfaction Index (CSI), as follows.

$$CSI = \frac{WT}{HS} \times 100\%$$

Where CSI : Customer Satisfaction Index

WT : Weighting Total

HS : High scored (maximum score 5)

Overall satisfaction is seen from the index of consumer satisfaction criteria in the following table 1.

Table 1. The criteria of consumer satisfaction

Value of CSI	Criteria of CSI
0% - 34%	Dissatisfied
35% - 50 %	Less satisfied
51 % - 65%	Quite Satisfied
66% - 80 %	Satisfied
81 % -100 %	Very Satisfied

Method

The research used a mixed-method (qualitative and quantitative approach). Qualitative methods were used to describe the real conditions of monitoring activities to Madrasah Ibtidaiyah at the research site. Quantitative methods were used to measure the satisfaction of Madrasah Ibtidaiyah, both managerial and academic toward the performance of their supervisors.

This research was conducted in 2 stages: a preliminary study and data collection. A preliminary study was used to test the validity and reliability of the instrument. The validity test aimed to measure the accuracy of the contents of the instrument. An instrument reliability test was conducted to measure the level of reliability or confidence of the instrument. The instrument contains 64 question items that represent 5 dimensions of customer satisfaction. The validity and reliability test of the instrument was tested on 30 respondents, outside the research site.

Data collection was conducted after a preliminary study has completed. The objects were all supervisors and Madrasah Ibtidaiyah in Kebumen Regency, Central Java. The object was assessed by the head and teachers of Madrasah Ibtidaiyah in the Kebumen Regency. The sampling technique was carried out using the Slovin formula (Sugiono, 2012) with a sampling error ($e = 0.15$). 15% of 110 schools of MI (total population) have been selected as the research sample. Then, 32 Heads and 109 teachers of MI were selected as the research sample. Respondents assessed the performance of their supervisors in providing academic and managerial supervision, including the dimensions of responsiveness, reliability, empathy, assurance, and tangibles (Idayati et al., 2020; Muzayanah, 2016b; Purwanti et al., 2019; Rangkuti, 2013; Syukri, 2014; Tjiptono, 2012).

Results and Discussions

Administratively, Kebumen Regency consists of 30 districts and 442 villages. There are 110 Madrasah Ibtidaiyah in the Kebumen regency, and 990 teachers and heads of MI. The location of one school to another is entirely accessible by road. However, not all road access to the villages of school location is in good condition. Some villages have difficult access to reach, especially in the rainy season. Other areas have rocky, steep, and slippery roads. And, there are villages where it does not possible to reach during heavy rains. The researchers also find difficulty in reaching villages of the chosen samples due to bad road conditions. The researcher assumed that this road condition will affect the performance of madrasah supervisors and the satisfaction of madrasah toward the performance of their supervisors as well.

Not only to the previously mentioned problems but problems also found out related to the supervision of madrasah, such unfulfilled educational qualifications background (at least S1 or D-IV). Data at the Ministry of Religion, 4.6% of PAI supervisors in Central Java have not qualifications of a bachelor degree, and nationally, it reaches 6.1% (Center for Information and Public Relations, 2014: 126). Research by Maqdisina on 2013 also showed that some supervisors do have not the educational background of a bachelor's degree, especially supervisors for TK/SD/MI (Kindergarten, elementary, and Islamic elementary school) (Maqdisiana et al., 2013).

Problems that arise related to supervision, especially madrasah supervisors, are assumed to affect the performance of madrasah supervisors. It has implications for the satisfaction of madrasah toward the performance of their supervisors. Madrasah satisfaction is related to academic supervision, meanwhile madrasah satisfaction represented by the head of the madrasah is related to managerial supervision. The workload of supervisors, viewed from the number of supervisors and the number of madrasah, is rational as an assumption that teacher and madrasah satisfaction toward the performance of their supervisors in Central Java tend to be low.

Based on the policy of the Ministry of Religion, supervisors of Madrasah Ibtidaiyah have also a responsibility to supervise Rodlotutul athfal or Bustanul athfal, an educational institution at the Kindergarten level, whose administrative authority is under the Ministry of Religion. In general, the number of Raudlotul Athfal and Bustanul Athfal is higher than the number of Madrasah Ibtidaiyah in Central Java. This condition would certainly affect the performance of Madrasah Ibtidaiyah supervisors in supervising Madrasah Ibtidaiyah, both in quantity and quality of supervisory visits to each educational unit.

The number of supervisors for MI and RA in Kebumen Regency is 5 people. In the division of tasks, 5 supervisors were assigned to assist MI and RA in districts. The workload of each Supervisor for MI/RA is presented in the following table 2.

Table 2. Table of workload for each Supervisor

Supervisor for MI/RA	Location (Dictricts)	Number of MI	Number of MI teacher	Number of Ra/BA	Number of teacher RA/ BA	Total MI/ RA
Supervisor A	4 Dictricts	22	990	27	313	49
Supervisor B	2 Dictricts	17		18		35
Supervisor C	6 Dictricts	23		13		36
Supervisor D	6 Dictricts	20		19		39
Supervisor E	6 Dictricts	28		20		48

Table 2 showed that the workload of each Supervisor for MI and RA ranged from 35 to 49 schools of MI/RA. Ideally, a supervisor should assist and supervise a maximum of 30 educational institutions. From this number, MI and RA supervisors will be able to make intensive and comprehensive visits to MI and RA every year.

Supervisors C and D to researchers stated that the workload of supervisors who had to assist more than 30 MI and RA, makes the quality of monitoring and supervising at each madrasah less optimal. In one semester, a supervisor might not make 8 times of supervising visits to an educational institution.¹

"That is not all, sir. I admit that there are several MI, and I have only visited once in one year. This is because the road condition is quite difficult to reach the MI location, which is through a steep hilly, broken, and rocky road in a village in the Sadang district. It takes approximately 1 to 1.5 hours to reach there. So, for go back and forth, it needs 3 hours, that does not include the process of supervising, sir," said Supervisor C.

¹ Interview with Supervisors C and D in the Pokjawas room, Kebumen Ministry of Religion Hall

A similar answer was stated by supervisor D, who admitted that there are some difficult areas to reach in Kebumen Regency. For example, Argopeni and Kalibangkang in Ayah District. The geography of the two areas is downhill with the steep and broken road which would consider to think to visit the village.

"If you visit there, it is better to leave the motorbike and then just rent an ojek (taxibike), the road is too steep and damaged, sir. During the rainy season, the road floods in some areas and it might not be passed by motorbikes or cars, only big vehicles such as trucks that can pass through the area," said Supervisor D.

The difficulty of the road and time is the most reason stated by supervisors as they do not optimal in guiding the school, both MI and RA. On other hand, the Ministry of Religion in Kebumen Regency has issued a policy that supervisors are possible not to stay in offices in the city. And, they could stay in KUA (Office of Religion Affairs) in each sub-district of their duties. The policy is taken as some MI and RA are located more than 50 Km from the city center. But, the target of 8 times visiting per semester still can not be achieved.

According to supervisors C and D, ideally, the monitoring process by supervisors is not only in the aspect of academics but also in the aspect of learning administration for teachers and managerial for madrasah principals. Academic supervision includes how the teacher prepares lesson plans properly and correctly until its implementation in the classroom (class monitoring), as well as problems related to classroom action research and so on. And, managerial supervision is related to the achievement of 8 national education standards for accreditation.

"Think about it, sir. Suppose the number of teachers in MI school in Kebumen regency is approximately 900 teachers. Is it possible for us to monitor full class for 1 year?, and also added by the complex managerial supervision. Therefore, we do it randomly and rarely make class visits, only check the lesson plans or madrasah's documents," said a supervisor.

The previous descriptions qualitatively, showed that besides the unbalanced number of MI/RA supervisors to the number of schools which resulted in the un-ideally of the monitoring process, also arise an impression that supervisors have not been able to answer the expectations of the Heads and teachers of MI in real action.

Madrasah Ibtidaiyah Satisfaction toward the performance of their Supervisor

Customer satisfaction index (CSI) analysis is used as the basis for determining the top management policies in determining targets for the coming year. The top management of madrasah ibtidaiyah and their supervisors is the Ministry of Religion as the full holder of the madrasah management authority. Without the CSI, top management, the Ministry of Religion, would not be able to determine the goals and improve the monitoring quality.

The CSI method can be used to measure the madrasah ibtidaiyah satisfaction on managerial and academic supervision services. The CSI method is carried out in several stages such as calculating the Mean importance score (MIS) and Mean satisfaction score (MSS), Weight Factor (WF), Weight score (WS), Total Weight (WT) and the last is calculating the customer satisfaction index. Calculating the Weight score is done by converting the mean of the expectations of Madrasah Ibtidaiyah toward their Supervisor into a percentage of the total mean of all tested attributes. Then, it obtained a total WF of 100% or 1. Weight score is the multiplication score of the mean of satisfaction level and WF. Weight Total (WT) is done by summing up the weight scores of all the quality attributes of supervisory services. Finally, calculating the satisfaction index means dividing WT by the maximum scale used (this study used 5 as the maximum scale), and multiplied by 100%.

The results of the analysis, provided to 32 heads of MI with 65 statement items and 192 teachers with 61 statement items, obtained the score of Weighting factor (WF), Weighting score (WS), Weigtehing Total (WT) as a condition for calculating the level of satisfaction of MI principals and teachers toward their supervisors. And, is presented in the following table 3.

Table 3. WF, WS, WT scores for Headmaster and MI teachers

Type of Monitoring Service	MIS (Mean importance score)	MSS (Means atifaction score)	Mean Weight factor (WF)	Mean Weight score (WS)	Weight Total (WT)
Managerial Supervision	4,44	3,93	1,53	6,05	3,93
Academic Supervision	4,44	3,79	1,64	6,21	3,78

The formula of CSI calculation is

$$CSI = \frac{WT}{HS} \times 100\%$$

By that formula, the formula of CSI Managerial Supervision on MI is

$$CSI = \frac{3,933}{5} \times 100\%$$

$$CSI = 78,75$$

(Satisfied)

CSI Teacher Academic Supervision on MI

$$CSI = \frac{3,78}{5} \times 100\%$$

$$CSI = 75,60$$

(Satisfied)

The results of the CSI analysis, managerial supervision service obtained a final score of 78.7541. Based on the table of consumer satisfaction criteria, then the head of MI satisfied with the managerial supervision services. The same result was obtained on academic supervision services. The final score of CSI analysis on academic supervision was 75.60. Based on the satisfaction index criteria, the teachers of MI satisfied with the academic supervision services.

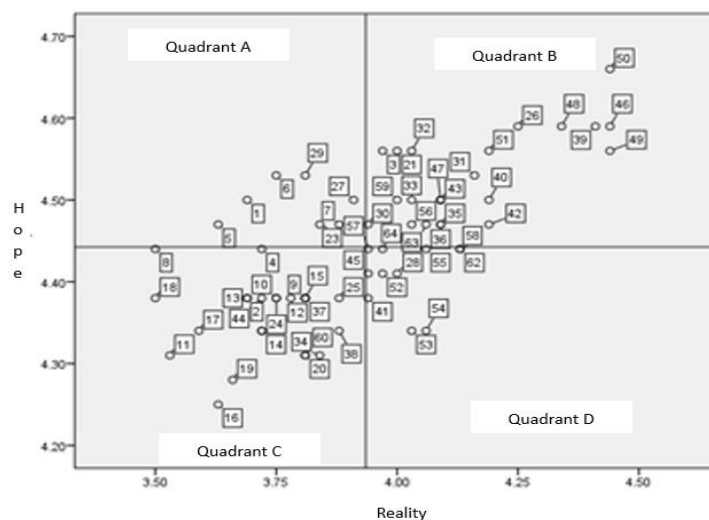
Even though madrasah ibtidaiyah satisfied with their supervisors' managerial and academic supervision services, several things must be a priority for supervisors to improve their services, both managerially and academically. The priority of service improvement may be seen through the analysis of the service performance quadrant. Quadrant analysis is intended to see the statement items and questions answered by respondents whose results are described in a Cartesian diagram. A Cartesian diagram is a building, divided into four buildings which are bounded by two lines that intersect perpendicularly at the points where \bar{x} is the mean score of the level of implementation and \bar{y} is the mean score of the importance of all factors which affects the satisfaction of the head of MI.

Four quadrants show and prioritize supervisory services in terms of improving their performance, namely quadrants A, B, C, and D. Quadrant A is the main priority indicator and is considered important by the head of madrasah and teachers. But, in reality, the Supervisor has not met the expectations of the head of the madrasah and teachers. Quadrant B, service indicators that must be preserved in this quadrant area contains important factors for school as a customer, and factors that the school considers has met with their need which then the level of satisfaction is relatively higher. Quadrant C shows the low priority of supervisors which are considered less important for the head of MI and teachers. But, it shows that the head of MI and teachers do not accept the perception as expected. Quadrant D shows the area containing less important factors considered by the school as customers and sometimes it felt to be excessive. The variables in this quadrant can be reduced to save costs.

Quadrant analysis relates to the statement item satisfaction of managerial and academic supervision services at Madrasah Ibtidaiyah. There were 65 statements on managerial supervision answered by the Head of MI and 61 statements on academic supervision answered by teachers. By using the statistical tool SPSS version 21, quadrant analysis is carried out by taking the mean score of each statement item on each questionnaire item and tabulating into the graphs, legacy dialogues, scatter and define menus.

The results of the quadrant analysis of the madrasah ibtidaiyah satisfaction toward their supervisors' managerial and academic supervision services were presented in the following cycle analysis on figure 1.

Table 4. the Quadrant Analysis of managerial supervision



Based on the figure, in the quadrant A category, there are 8 main priorities for madrasah supervisory services to MI needs to be improved, namely service items of 1,5,6,7,23,27, 29, and 57. Those items need to be improved because the Supervisor has not met the expectations of the school. The eight priority services consist of the dimensions of responsiveness, reliability, empathy, and Tangible. On the assurance dimension, the service items do not need to be improved because they are good or excessive.

If arranged in a table, the main priorities of madrasah supervisor services to MI were presented in table 4.

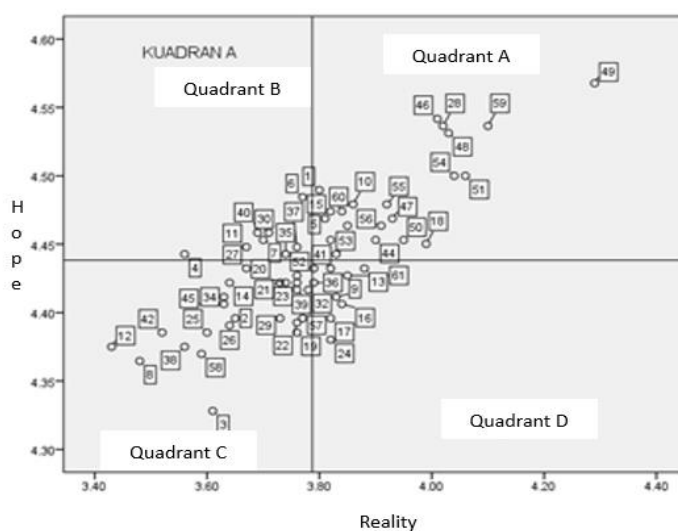
Table 5. The main priority of managerial supervision services to MI

Dimensions	Priority types of managerial supervision services
Responsiveness	Managerial supervision services of achieving the 8 National Education Standards of MI (P1) Supervision services for the preparation of education and/or learning programs (P5) Supervision services for the implementation of education and learning programs (P6) Assistance services on how to evaluate the education programs (P7)
Reability	Supervision services on the benefits of managerial supervision (P23)
Empaty	The concern of supervisors to anticipate obstacles in achieving

	education goals (P27) The Concern of supervisors in mentoring teacher academic supervision (P29)
Tangible	The Supervisor has not been able to provide supervision by utilizing modern equipment (notebook/laptop, computer) supervision (P57)

If the eight priorities in Table 4 is not immediately facilitated by madrasah supervisors as managerial supervisors, it might affect the efforts to improve the quality of the school institutionally. Institutional quality improvement affects the school accreditation, which today has become a benchmark as a superior madrasah.

Table 6. The Quadrant Analysis of academic supervision



Based on the figure 2 about the results of the quadrant analysis, there are 7 main priorities in the quadrant A category provided by the madrasah supervisor to MI, namely the service items of 6,7,11,27,30,35 and 37. And, those items must be improved. The analysis of quadrant analysis showed that the academic supervision service provided by supervisors to teachers, for the particular research sample, did not meet expectations and reality. The seven priorities consisted of the dimensions of responsiveness, and empathy. The dimensions of reliability and assurance and tangibles were not part of the main priority because they are good and, even excessive in their supervision services.

If arranged in a table, the main priorities of madrasah supervisor services to MI were presented in table 5.

Table 7. The main priority of academic supervision services to teacher

Dimension	Service Type Priority
Responsiveness	Supervision service for assessment evaluation and analysis of student

	<p>learning outcomes (P6)</p> <p>Supervision services on the implementation of content standards, graduate competency standards, process standards, and assessment standards (P7)</p> <p>Supervision services for the implementation of content standards, process standards, graduate competency standards, and assessment standards (P11)</p>
Reability	Academic supervision services on the problems of teachers in compiling learning set (P27)
Empaty	<p>The service to respond to the difficulties in improving the professionalism of teachers (P30)</p> <p>Supervisors's concern to help in solving difficulties in developing student learning outcomes (P35)</p> <p>The convenience provided by supervisors to teachers during academic supervision services (P37)</p>

Based on table 5, the seven types of services included in the dimensions of responsiveness, reliability, and empathy are priorities for supervisors in providing academic supervision for teachers. Meanwhile, other service items outside of quadrant A analysis could be preserved. Suppose Madrasah supervisors perform the priority services and at the same time preserve the dimensions in quadrants B, C, and D. In that case, there will be a guarantee the increasing of quality of teachers from an academic perspective. And, of course, it will be directly related to improving the quality of madrasah ibtidaiyah in Kebumen Regency.

Conclusion

Based on the findings and analysis of madrasah ibtidaiyah satisfaction toward the services and performance of their supervisors, this article drew two conclusions. First, the un-ideal ratio of the number of madrasah supervisors compares to the number of Madrasah Ibtidaiyah schools in Kebumen Regency. And, added by other tasks to supervise the RA education unit. The ideal ratio of supervisors and the number of the madrasah was 1: 30. In fact, 1 supervisor supervise 35 to 49 schools, both MI and RA in Kebumen District. Second, although the un-ideal ratio between supervisors and the number of schools, Madrasah Ibtidaiyah satisfied with the supervision services. The conclusion was seen from the CSI score of 78.75 for managerial supervision and 75.60 for academic supervision. However, the supervisory service of madrasah supervisors still needs to be improved, especially on the dimensions of responsiveness, reliability, empathy, and tangibles.

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