

# Analysis of Service Quality of Teacher Training Program at Semarang Training Center, Ministry of Religious Affairs Servqual and ZOT of Teacher Training Programs

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**Abstract.** Training participants' satisfaction can be achieved by providing good quality service. Therefore, Semarang Training Centre of Ministry of Religious Affairs (MORA) as a training service provider must focus on the satisfaction of training participants as consumers. Good service performance and the fulfillment of training participants' expectations will greatly affect the satisfaction of the users. This study aims to identify differences between the reality and expectations of the training participants for the services of the training providers and to analyze the quality of training services provided by training providers with service quality and zone of tolerance methods. Based on the value in servqual method, it was found that the quality of the training committee's service providers has satisfied the training participants as customers in high score. Whereas the value with the ZoT method found that out of the 15 services attributes of the training committee, there were 13 service attributes that had been tolerated by the training participants. The other two attributes cannot be tolerated by training participants as customers and must be repaired immediately.

**Key words:** service quality; zone of tolerance; teacher training.

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## INTRODUCTION

The quality of human resources owned by an organization or agency can affect the success or failure of an organization or agency in achieving targets and goals. Human resources in education are no exception, which includes educators, namely teachers and education staff as well as administrative staff. In terms of improving the quality of human resources, the implementation of education and training is still the main choice to develop the competence and professionalism of the apparatus, both employees, teachers and other administrative staff in an organization or agency.

In the organizational development literature, education and training (hereinafter referred to as training) is considered as one of the strategic investments to improve organizational performance for employees (Blume et al., 2010). Effective education and training has great potential to improve employee competence so that they are able to make a real contribution in improving organizational performance. Service quality performance is the main focus in the implementation of education and training to provide satisfaction to customers, namely the training participants. Participant satisfaction is something that must be maintained and improved so that the organization or agency always remains competent, both in the managerial and operational fields.

The success of a training program can be seen

from various points of view, including the achievement of the number of targets that have been previously planned, the implementation of training in accordance with the planned time, the running of all training processes in accordance with the established curriculum, an increase in the post-test score to the pre-test score, as well as the achievement of participant satisfaction with the implementation of the training (Wijaya & Sumarno, 2017). In addition to these things, whether or not the objectives are achieved in any training implementation is greatly influenced by the quality of services provided by the organizers. The service quality of training providers is a very important factor because the quality of service will determine the extent to which the training participants can participate in all series of learning activities according to the training plan.

The implementation of *Substantive Technical Training* aims to improve the knowledge, skills, and attitudes of teachers in implementing learning techniques and materials so that they become professional teachers in accordance with their main duties and functions. Training activities become a vehicle for printing human resources so that they have the competencies or qualities needed in their fields, namely knowledge (*cognitive*), skills (*psychomotor*), and behavioral attitudes (*attitude*).

The services provided by the training provider will determine the success or failure of an

education and training organization. A successful training process begins with how the organizers, in this case the Semarang Religious Education and Training Center, provide services to customers or training participants. The service process is judged by how much the Semarang Religious Education and Training Center meets the expectations of the quality of service that the training participants want to receive. Good service performance and the fulfillment of these expectations greatly affect the satisfaction of the training participants. In connection with the problems described above, the researchers conducted a study with the title "Analysis of the Quality of Teacher Training Program Services at the Semarang Religious Education and Training Center, Ministry of Religious Affairs".

Based on the above background, the following problems are formulated:

1. How far is the difference between the reality and the expectations of the training participants for the services of the training provider?
2. How is the analysis of the quality of education and training services provided by the training providers?

## METHOD

### Research Goals

This study aims to: (1) identify the differences between the reality and expectations of the training participants on the quality of services from the education and training providers, especially in the 2021 Teacher Training held by the Semarang Religious Education and Training Center, and (2) analyze the quality of the training services provided by the organizers so that follow-up actions can be taken by the organizer, namely the Semarang Religious Education and

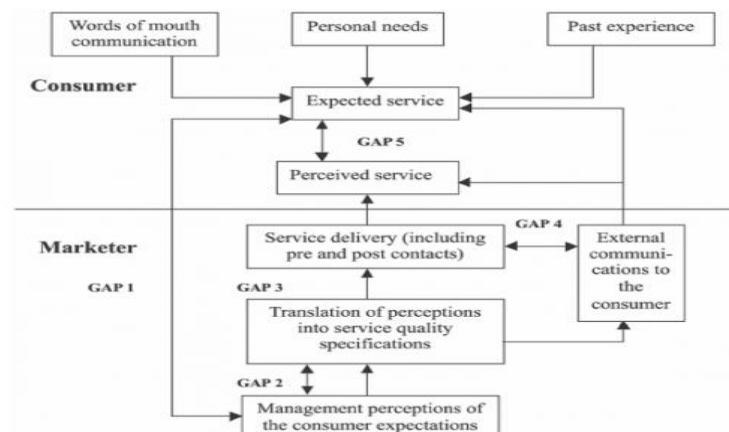
Training Center.

### Sample and Data Collection

This research method uses a quantitative approach, data collection is done using a questionnaire and literature study. The variables of this study consist of the dependent variable, namely the level of customer satisfaction and the independent variable, namely *Tangibles, Reliability, Responsiveness, Assurance, and Empathy*. This study uses the total population of teacher training participants at the Semarang Religious Education and Training Center for the period 5 of 2021 as many as 30 participants consisting of elements of RA teachers, MI teachers, MTs teachers and MA teachers. Using total sampling, primary data was collected using a questionnaire technique or questionnaire distribution and secondary data was obtained through documents from the training results at the Semarang Religious Education and Training Center.

### Data Analysis

While the data analysis method used in this research is descriptive analysis method. To analyze the quality of service for training participants at the Semarang Religious Education and Training Center, the service quality (*servqual*) and zone of tolerance (*ZoT*) models were used. Service quality (*servqual*) is the most widely used service quality measurement model in service businesses. Through the *servqual* model, the customer's perception of the service received (perceived service) is calculated as the result of a series of decisions and internal company activities. Meanwhile, *ZoT* (zone of tolerance) is the area between adequate service and perceived service, namely the area where the service variance is still acceptable to customers (Bambang et al., 2012)



Source: Parasuraman et al. (1985)

**Calculation of Service Quality Gap Value (Servqual)**

This model uses a Likert scale with the formula calculation in the following equation, where:

$$SERVQUAL = \frac{SKOR P - SKOR E}{E}$$

P = Perceived Service  
E = Expected Service

According to the Servqual model, if the score is negative (-) it means that the service quality is poor or not good (participants are not satisfied). If the Servqual score is equal to zero (0) it means that the service quality is good (participants are satisfied). If the Servqual score is positive (+) it means that the service quality is very good (participants are very satisfied).

**ZoT Calculation and Category Determination**

Consumer satisfaction is the consumer's perception that his expectations have been met or exceeded. There are two levels of customer expectations for services as follows:

- a. Desired service level (service expectations), namely the level of service that is expected to be accepted by customers or a combination of customer desires and expectations.
- b. Adequate service level (minimum service), which is the minimum service level that is considered acceptable by customers

Zone of tolerance is the area between the desired service and adequate service, namely the area where the service variance is still acceptable to customers. If the service received by the customer is below adequate service, the customer will be angry and disappointed. Meanwhile, if the service received by the customer exceeds the desired service, the customer will feel satisfied. The steps used in calculating the zone of tolerance

include:

(1) Calculate Measure of Service Superiority (MSS)

$$MSS = \text{service received} - \text{service expectation}$$

(2) Calculate Measure of Service Adequacy (MSA)

$$MSA = \text{service received} - \text{minimum service}$$

(3) Calculate the current service position in the Zone of Tolerance

The current service position is in the Zone of Tolerance =

$$ZoT = \frac{MSA}{\text{service received} - \text{minimum service}}$$

The results of the above calculations can be interpreted as follows:

- If the MSS and MSA values are positive, it means that the service is now above ZoT. In other words, customers are satisfied with the services provided at this time.
- If the MSS and MSA values are negative, it means that the service is now under ZoT. In other words, customers are very dissatisfied with the services provided at this time.
- If the MSA value is positive and the MSS is negative, it means that the service is now in the ZoT. In other words, customers are dissatisfied with the services provided at this time but they can still accept it.

**RESULTS AND DISCUSSION**

Customers or training participants use five dimensions, namely the reliability dimension, the tangible dimension, the responsiveness dimension, the assurance dimension and the empathy dimension as a benchmark for assessing the quality of service providers. The following are the results of the identification of service quality attributes that are derived based on 5 (five) main dimensions of service quality.

**Table 1. Results of Service Quality Attribute Identification**

No	Dimension	Sub Dimension	Aspects
1	<i>Tangible</i>	Appearance of Physical Facilities	Complete facilities in the hostel Availability of facilities and infrastructure in the classroom
		Appearance of Equipment	Quality training equipment materials Neatness and friendliness of the organizing committee
2	<i>Realibility</i>	Appearance of Personel	Service during registration is fast and easy
		Ability to perform the promised service dependably and accurate	The schedule for the implementation of the training is in accordance with the curriculum
3	<i>Responsiveness</i>	Willingness to help customer and provide prompt service	The committee responds to participant requests quickly
4	<i>Assurance</i>	Credibility	Convenience and cleanliness of the dining room
		Competence	STTPL on time given
		Courtesy	Professionalism and friendliness of teachers/widyaiswara
		Security	The committee always pays attention to the interests of the participants
5	<i>Emphaty</i>	Acces	Participants always feel safe and comfortable
		Understanding the Customer	Completion of pocket money and transport
		Communication	Variety of food menus served
			Professionalism and friendliness of the staff

### Servqual Calculation

The calculation of the average score of the level of expectation and the level of perception of each quality dimension is carried out to calculate the Servqual gap score. The average value of the level of expectation and level of perception of

each quality dimension can be calculated by multiplying the respondents' answers by a Likert scale. From the results of the score for each attribute then the gap value is calculated based on the Servqual formula. The results of the calculation of the Servqual score can be seen in table 1, as follows:

**Table 2. Servqual Score Calculation Results**

No.	Statements	expectation	perceived	GAP
A	<i>Tangible</i>			
1	Complete facilities in the hostel	3.17	3.37	0.20
2	Availability of facilities and infrastructure in the classroom	3.53	3.83	0.30
3	Quality training equipment materials	3.73	3.7	0.03
4	Neatness and friendliness of the organizing committee	3.33	3.57	0.23
B	<i>Realibility</i>			
5	Service during registration is fast and easy	3.80	3.93	0.13
6	The schedule for the implementation of the training is in accordance with the curriculum	3.70	3.87	0.17
C	<i>Responsiveness</i>			
7	The committee responds to participant requests quickly	3.80	3.67	-0.13
8	Convenience and cleanliness of the dining room	3.27	3.67	0.40
D	<i>Assurance</i>			
9	STTPL on time given	3.73	3.83	0.10
10	Professionalism and friendliness of teachers/widyaiswara	3.73	3.83	0.10
11	The committee always pays attention to the interests of the participants	3.80	3.87	0.07
12	Participants always feel safe and comfortable	3.73	3.87	0.13
E	<i>Emphaty</i>			
13	Completion of pocket money and transport	3.80	3.77	-0.03
14	Variety of food menus served	3.70	3.53	-0.17
15	Professionalism and friendliness of the staff	3.67	3.77	0.10

### Mapping Zone of Tolerance

At this stage the data needed is the average score of the service level of expectation, the level of perceived service and the minimum service level of each attribute, which is used to calculate the value of MSA (Measure of Service

Adequacy), MSS (Measure of Service Superiority) and ZoT (Zone of Tolerance) and is used to measure the level of service provided to consumers. The results of the calculation of the Zone of Tolerance can be seen in Table 3, as follows:

**Table 3.** Zone of Tolerance Calculation Results

No.	Statements	expectation	perceived	minimum service	MSS	MSA	ZOT
1	Complete facilities in the hostel	3.17	3.37	3.13	0.20	0.23	7.00
2	Availability of facilities and infrastructure in the classroom	3.53	3.83	3.47	0.30	0.37	5.50
3	Quality training equipment materials	3.67	3.70	3.63	0.03	0.07	2.00
4	Neatness and friendliness of the organizing committee	3.33	3.57	3.07	0.23	0.50	1.88
5	Service during registration is fast and easy	3.80	3.93	3.77	0.13	0.17	5.00
6	The schedule for the implementation of the training is in accordance with the curriculum	3.70	3.87	3.60	0.17	0.27	2.67
7	The committee responds to participant requests quickly	3.80	3.67	3.53	-0.13	0.13	0.50
8	Convenience and cleanliness of the dining room	3.27	3.67	3.23	0.40	0.43	13.00
9	STTPL on time given	3.73	3.83	3.60	0.10	0.23	1.75
10	Professionalism and friendliness of teachers/widyaiswara	3.73	3.83	3.67	0.10	0.17	2.50
11	The committee always pays attention to the interests of the participants	3.80	3.87	3.60	0.07	0.27	1.33
12	Participants always feel safe and comfortable	3.73	3.87	3.43	0.13	0.43	1.44
13	Completion of pocket money and transport	3.80	3.77	3.67	-0.03	0.10	0.75
14	Variety of food menus served	3.70	3.53	3.33	-0.17	0.20	0.55
15	Professionalism and friendliness of the staff	3.67	3.77	3.63	0.10	0.13	4.00

### Discussion

The value of the gap can be interpreted as the value of the difference between the value of the service received and the value of the expectation or in other words the difference between the reality felt by the training participants and the idealism of the training program. A positive value indicates that the training provider does not need to improve the quality of its services, it is enough to maintain it because it is already able to provide services as expected by the training participants, but if the value is negative, the education and training provider must improve the quality of its services because it has not been able to provide

service satisfaction in accordance with what the trainees expect.

From the results of the calculation of the Service Quality gap score, three (3) of the 15 statements are still negative, which means that the training participants at the Semarang Religious Education and Training Center are still not satisfied because they are still below the expected standard, although they can be tolerated. However, this should be a concern to be improved in order to meet customer expectations and improve service quality. The component attributes that need improvement in order from the highest are the aspects of the variety of food

menus served (-0.17), the committee's response to participant complaints (-0.13), and the completion of pocket money and transport payments (-0.03).

As for the distribution of service satisfaction scores received by training participants if grouped into 5 Service Quality components, the highest value is the reliability dimension of 3.90 which includes aspects of service during quick/easy registration and training schedule according to the curriculum. Assurance has the second highest value of 3.85, the empathy of education and training officers and teachers' ranks third at 3.69, followed by responsiveness of 3.67 and the last dimension with the lowest value is tangible with a value of 3.62.

Furthermore, the Zone of Tolerance is the area between the desired service as the upper limit and adequate service as the lower limit. If the service obtained is above the Tolerance Zone, it means that the current quality of service can satisfy consumer desires, and vice versa if the service obtained is below the Tolerance Zone, it means that the service has not satisfied consumers. The data in Table 3 shows that most of the attributes have satisfied the training participants, indicated by 12 positive MSS values among 15 training services, no ZoT value was found which was still below the MSA value. This means that the dimensions of service quality to participants provided by the training organizers are good because they indicate the level of satisfaction with the services provided.

## CONCLUSION

Based on the results and discussions carried out using the Service Quality and Zone of Tolerance methods, it can be concluded that the quality of services provided by the training organizing committee at the Semarang Religious Education and Training Center (BDK Semarang) has been able to satisfy the trainees as customers with a high enough value, in order The highest dimensions are reliability, assurance, empathy, responsiveness and tangible.

Furthermore, from the fifteen service attributes of the training organizing committee, there are three service attributes that are worth less or minus but can still be tolerated by the training participants, namely in terms of the variety of food menus served, the committee's response to participant complaints, and the settlement of pocket money and transport payments.

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