



Excellent Service Dimension from the Early Childhood Education Institute

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Abstract

The purpose of this study is to identify and explain the dimensions that determine the best services from PAUD institutions. This research is qualitative research with a multisite study design in three 1PAUD institutions in Malang City. Data were collected through in-depth interview techniques, participant observation, and documentation studies. The data analysis technique used is the inductive analysis techniques. This study yields findings that excellent services from PAUD institutions are determined by 5 dimensions, namely (1) dimensions of distinctiveness, which are reflected in curriculum content that highlights religious values, character, and life skills; (2) the dimension of trust, which is built from educators who are friendly, patient, painstaking, and caring for children; (3) comfort dimensions, which are formed from operating sites far from noise, clean school environment conditions, complete infrastructure facilities, adequate game equipment, and the availability of security personnel (security guards); (4) dimensions of hope, which are built from the form of full-day services through integrated service patterns; and (5) the affordability dimension, which is built from providing easy financing facilities, for example through cross-subsidies, installments, assistance or social assistance, and the absence of other fees beyond the planned costs.

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INTRODUCTION

The facts in the field show that there is not much research on the management and socialization of Early Childhood Education (PAUD) institutions. One of them is indicated by the results of Cadwell's (2003) study of early childhood care which explains that not many studies touch on aspects of leadership, managerial, and supervision of PAUD institutions. This means that research on the management of PAUD institutions is very important, especially in the city of Malang, because according to the records of the Directorate of Early Childhood Development in East Java Province, Malang City is "City of PAUD". This is evident from the deaths of Malang Lowokwaru Regency as the best cluster and Malang City has many accredited PAUD institutions, including PAUD As-Salam, Restu 2, and Pelita Hati. The three institutions have accreditation titles and are also included as favorite PAUD institutions in Malang City.

As a favorite institution, this third PAUD institution has a high level of trust in society. This institution is the most famous, popular, and chosen by the community. This can be seen from the development of the number of registrants, which from year to year continues to increase. PAUD As-Salam is known as a school character because it has a superior character development program for children through *Shiroh Nabi*. Many of the achievements that have been achieved by teachers and children and parental training activities are carried out routinely through administrative activities. Cooperation with extraordinary people is also often used as an institution where internships, observations, and research are conducted for students and lecturers from universities in Malang.

PAUD Restu 2 is also an institution that has many competitors because copper is amid other institutions and various achievements have been achieved by educators and children. The advantage offered by PAUD Restu 2 is that this institution has long applied the Beyond Center Circle Time (BCCT) learning method. Regarding the two institutions, Pelita Hati PAUD is located in a residential complex far from the highway. The amount deep in housing does not reduce the number of students enrolling in this institution. PAUD Pelita Hati has a superior program for environmental conservation, by understanding various life skills in environmental protection, such as farming, gardening, and making compost for children.

What's interesting about this institution is

the agency's management strategy that can attract the attention of parents, so they are motivated to send their sons to school. Entering schools is an important transition point for child development and mother-child relationships that can interact with social-emotional children in this period of development (Sirois, et al., 2019). Three PAUD institutions are recognized and desired institutions in Malang City. Based on the results of research at these institutions, it is necessary to study the dimensions that make institutions provide offices for community office use, a favorite choice for the rest.

METHODS

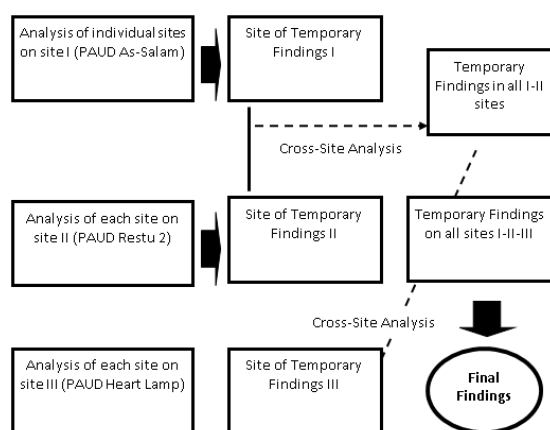
This study aims to identify and explain the dimensions that determine the best services from PAUD institutions. For this reason, the required data is needed from the institution that is related to what parents think and receive, what the principal does, and what the meaning behind the discussion and discussion is at the discussion organization, advice from Spradley sent by Mantja (2008). Therefore, relevant research is qualitative research with multisite research in three PAUD institutions, namely As-Salam, Restu 2, and Pelita Hati. The choice of the three institutions addresses the priority level of the third institution, which is announced in the following Table 1.

Preliminary research in this study is a key instrument (Lincoln & Guba, 1985; Ary, et.al., 2002; Mantja, 2008) and at the same time as data collectors to conduct interviews, search and direct access, and help directly with informants at the research location (Pasak, 2010; Bogdan & Biklen, 1998; Yin, 2011). The researcher lives in a long period at the research location, makes technical observations, uses various methods of data collection, uses source triangulation and methods, makes a research track record, and uses check members to track data validity (Ary, et.al., 2002).

The researchers looked for people who visited and conducted interviews in full, but the researchers managed to build familiarity and conduct interviews as if people were chatting. The attitude taken by the researcher is a lot of questions, listening, and updating following what is requested by the informant (Bogdan & Biklen, 1998). The key informants in this study were the principal of each institution. Other supporting informants are educators, guardians of students, staff, and advisors. The data analysis technique used is inductive analysis techniques, the following images are presented (Figure 1).

Table 1. Similarities in the Characteristics of the Institution under study

Karakteristik	As-Salam	Restu 2	Pelita Hati
Organizer	Basic	Basic	Basic
Location	Urban	Urban	Urban
Principal Academic Qualifications	Bachelor's degree	Bachelor's degree	S1
Start operating	Since 2002	Since 2001	Since 2003
Place ownership	Own building	Own building	Own building
Learning methods	BCCT	BCCT	BCCT
Institutional status	Accreditation A	Accreditation A	Accreditation A

**Figure 1.** Cross-site analysis Process (adapted from Bogdan & Biklen, 1998)

RESULT AND DISCUSSION

Excellent service dimensions of PAUD institutions are formed from curriculum variables or learning menus, character educators, organizational places, service patterns, and financing. The following is the discovery of the results of research on the dimensions of excellent service in PAUD institutions.

Dimensions of Excellent Service at the As-Salam PAUD Institute

The curriculum developed in As Salam PAUD is a combination of the KBK curriculum, Generic Menu, KTSP, and Slink (Sentra dan Lingkungan/Centers and Circles) so that children can learn while playing in the centers that have been provided. Learning is also based on a system of "thematic learning" that is learning that teaches daily life. Like drawing activities that start from scribbling on paper that can develop children's creativity according to their talents and interests. This learning system can make children more difficult, independent, creative, and responsible.

Another thing caused by parents from the As-Salam curriculum is that As-Salam is a PAUD institution that instills *Aqidah Islam* and moral va-

lues. The contents of religion are highly prioritized in this school, such as daily memorization, short letters, the name of the Prophet and the hadith of the Prophet. The habit of being a noble is like apologizing, asking for help, and thank you also being instilled in the child. Like Salam, who has set specific targets for memorization programs, such as for the first semester, introducing the names of the first 40 years, then the second semester of the 41st anniversary for TKA and TKB. Then memorize 30 daily prayers, then memorize about 25-30 hadiths. *Juz amma* or short verse.

Parents also respond to additional extracurricular programs such as the UMMI program, English language programs for children, computers, Islamic dance, qiro'ah, counting, drawing and coloring, and cooking pleasure. As-Salam has 15 educators who have undergraduate qualifications or D2 PGTK. Every educator displays patience and patience in the discussion of children who ask the opinion of the FT's mother, "the teachers are very patient and polite in looking at and very attentive to the children. Most parents are happy with the morale of educators who are satisfied, friendly, and polite in appearance PAUD As-Salam is located far from the crowds of the highways so it is safe for children, large courtyards, large toys and close to mosques are other factors that attract parents and children.

The existence of a mosque in this school provides a lot of funds for institutions because schools can use space to study, children can play more, parents who can seek help can stop by and stay in the mosque. During pick-up hours, many mothers wait in the mosque, and there are even some parents who carry merchandise such as clothing, headscarves, accessories, and snacks. The institute also provides a playground specifically for children playing groups, which has its entrance and is separated from the entrance of kindergarten group children.

As-Salam provides services throughout the day from 07.00-16.00 WIB for Integrated Islamic

Children Park (TPA IT). As for the Integrated Islamic Play Group and Integrated Islamic Kindergarten, available from 07.30-11.30 WIB. Especially for playing groups, a rolling system is applied (rolling system) where children enter 3 times in the discussion divided into two groups. The pattern of service until the evening is following the needs of parents or guardians of students whose working parents are larger so that it is safe and quiet to send my children to school here because their caregivers are patient and also painstaking.

All Operational Funding and School Development are the responsibility of the foundation. Schools are required to prepare a budget and make an accountability report to the foundation every year. The school's financial budget has been prepared in the form of a RAPBS, then taken to the student guardian meeting forum at the beginning of the new school year, a pattern like this for school transparency, and no levies in the middle of the school year. The large SPP that must be opened by parents in PAUD As-Salam PAUD asks for a cross-subsidy system, namely rich guardians pay more than poor parents.

Dimensions of excellent service at the RESTU board PAUD 2

PAUD Restu 2 seeks to develop its learning program, by modifying the Student Activity Sheet (LKS), so that it can be adjusted to the age

and needs of the child. The following are differences in learning activities for family planning children and BA children developed by PAUD Restu 2.

The menu of learning in PAUD Restu 2 is aimed at efforts to build the character of Islam. Every day the children are introduced to the activities of memorizing daily prayers, short letters, and other Islamic training as well as the habit of being nobles such as apologizing, help, and thank you. The children also learn to do the *dhuha prayer*, and midnight prayer in the congregation and learn how to pray every Friday to be distributed to orphanages (charity activities). Curve content attracts parents because they prioritize religion, so children become more independent, able to get up on their own, always read prayers, and memorize short letters. PAUD Restu 2 also provides extracurricular activities for children to improve life skills, such as introducing computers and IT, English days, singing, dancing, and peak-themed activities. Learning at Restu 2 ECD does not only take place in classrooms but institutions also provide opportunities for children to carry out learning activities outside the classroom.

Every morning around 2-3 educators stand in front of the gate, greet new children who come with a helping hand and smile, and greet with parents who take them, then invite the children to open the schoolyard, then leave their parents.

Table 2. Temporary Findings on the Dimensions of Excellent Service in As Salam PAUD

Aspects	Description
Learning Menu	Accentuate the values of Aqidah and Islamic character by expanding the memorization program prayers, short letters, Juz Amma, Asmaul Husna, Shirah Nabawiyah, and practice habituation practices, and teaching English for children, computers, and fun cooking, through Link method is integrated with the KBK and thematic learning.
Educator characters	Educators can display polite, friendly, painstaking, and caring attitudes toward children. Morning Lot is a welcome child, with no emotions, and a neat Muslim dress.
School venues	The institution location is located in a residential area, away from the hustle of Highway so it is rated safe. Has adequate infrastructure, large yard, near mosque, separate room, number of APE in the room adequate, and special Drum available ground for playground arena such as, on the page of school, there is security, so provide comfort.
Service patterns	The Institute develops 3 service programs i.e. TPA IT, KBIT, and TK IT, so the service is opened completely throughout the day starting at 06.30-17.00 WIB with Rolling System for the group KB IT. This service pattern can meet the needs and provide convenience for parents working outdoors.
Financing	Total cost-effectiveness and monthly infaq feel inexpensive and still affordable by parents because the BKPM executing agency performs Cross-subsidies, giving waivers to the needy, payments can be made by nodding. The financing was planned at the beginning of the school year with parents so that in the middle of the academic year there is no other retail.

Table 3. The difference of content of KB curriculum and age BA

Learning aspects	Group Play (Age 2-4 years)	Bustanul Athfal (Age 5-6 years)
Group division	Group A (aged 2-3) Group B (aged 3-4 years)	Group A (age 5 years) Group B (age 6)
Learning activities	Play and learn activities, each group accompanied by 2 teachers	Learning activities, each group is accompanied by one teacher
Learning time	3 times a week Group A (08.00-10.00 WIB) Group B (07.30-10.30 WIB)	6 times a week Group A (07.00-09.30 WIB) Group B (09.00-12.30 WIB)
Extracurricular activities	Optionally, including drawing and coloring, singing, dancing, sacred sites	Mandatory and present, including Mandatory: English day, computer, drum band. How to: Draw, sing, dance, sacred sites

Source: Documentation PAUD Restu 2)

When doing the learning process, educators talk about giving a good attitude to children. English for parents and parents makes parents unable to speak English and English to communicate with educators.

PAUD Restu 2 also has adequate and complete learning facilities, in the schoolyard containing several pieces of swings, plants, climbing, small ponds and fountains as a means of playing liquid nature. The number of game tools provided is very sufficient so that every child has the same opportunity to use existing play tools. Restu 2 opens a Child Care Center (TPA), Playgroup and Bustanul Athfal (BA) service program, which is held every day from 06.30-17.00 WIB. This service pattern is in line with the needs of today's parents, most of whom work outside the home.

The amount of tuition fees drawn by PAUD Restu 2 that are approved by parents is not too expensive, because it is considered affordable. Another thing that is easily accepted by parents is that Restu 2 no longer requires fees or other fees for entrance fees and tuition fees. While the remaining money activities at the end of the year are given to the student guardian community. Based on the data exposure, the following are temporary findings on the dimensions of excellent service at PAUD Restu 2.

Dimensions of Excellent Service at Pelita Hati PAUD Institution

PAUD Pelita Hati has a learning curriculum that prioritizes Environmental learning, by inviting the following narrative, "starting from my discussion of children who are now unrelated and do not like vegetables, then I made this school for schools that are beneficial to the environment. Pelita Hati also uses the BCCT met-

hod (Beyond Center and Circle Time) or Se-Link (Center and Circle), with 6 centers. The central method is combined with active learning and play, following the learning process Pelita Hati utilizes the potential of nature as a learning medium for children the institute also holds extracurricular activities in English and computers.

Pelita Hati organizes visits to certain places at the top of the theme, which was once children were introduced to their environment. It is expected that every peak theme activity will always schedule visits to certain places that have educational value for children. This activity is packaged in the form of outbound and field trips, where children learn to love the environment, learn how to plant crops and make compost. Besides, the school teaches about religious content which is also highly prioritized such as memorizing daily prayers, short letters, and other Islamic customs. The school also implements the 3S (Smile, Greetings, and Greetings) principle activities for all school residents. Children are taught to memorize prayers, short letters, and are also taught prayer.

Educators at Pelita Hati ECD are approved by parents of guardian students as competent educators, understanding the needs of children so that they can accompany children according to their character. Every day about 3 migrants stand in front of the gate, greet new children who come with a helping hand and smile and greet by receiving greetings "*Assalam Alaikum*" for children and parents who drive them, then invite children to visit the schoolyard.

Pelita Hati PAUD is located in a residential area that is far from the crowds of highways, so it can provide safety and comfort for children. The green and beautiful school environment is the hallmark of Pelita Hati, so parents feel com-

Table 4. Temporary Findings of the Dimensions of Excellent Service in PAUD Restu 2

Aspects	Description
Learning menu	Bring out the religious aspects of the establishment of Islamic character and morality as well as the introduction of IT in the child through the BCCT or Se-Link method combined with Reggio Emilia and thematic learning. As well as developing generic menus specifically for age group play
Educator Character	Educators can show patience, friendliness, and hard work for children. Every morning, welcome the child in front of the gate, and during the day also bring the child to the gate with a smile and greetings to parents.
School venues	The location of the institution is located in a residential area, far from the hustle and bustle of the highway so that it is considered safe, and has adequate infrastructure, the number of indoor and outdoor games is quite following the number of children to provide comfort
Service patterns	Providing full services throughout the day from 6:30 am to 17:00 WIB, because this institution develops 3 service programs namely TPA, KB, and BA. This service pattern can meet the needs and provide convenience for parents who work outside the home
Financing	According to parents, the financial problems received still involve institutions that apply the principle of gendhong indhit (cross-subsidies) and provide convenience to pay in installments. All types of training at the beginning of the year taught that there were no other fees in the middle of the school year

Table 5. Temporary Findings of Dimensions of Excellent Services for Pelita Hati PAUD Institutions

Aspect	Description
Curriculum content	Highlight the planting of love for the environment, religious values, and Islamic morals by applying the 3S principle (senyum; smile, salam; greetings, sapa; greetings) through the BCCT method combined with active learning
Educator Character	Educators can show patience, politeness, and welcome children at the gate in a friendly manner, so that parents feel confident sending their children to school at Pelita Hati.
School venues	The location of the institution located far from the highway, has adequate infrastructure and game equipment, there are security guards, green and beautiful environment, so that it is safe and comfortable to be accessed by parents.
Service patterns	Opening services until late afternoon from 6:30 a.m. to 5:00 p.m. WIB with 3 types of service programs (TPA, KB, TK), so parents are calmer to work and when the new school year does not need to be busy looking for new schools.
Financing	The amount of entry and monthly fees is considered cheap and affordable by parents because Pelita Hati PAUD applies the <i>ta'awun</i> principle, making it easy to pay by installments, and there are no other levies in the middle of the school year. All types of financing are planned at the beginning of the new school year

fortable and happy, ask the guardian narrative of students, "the school is lots of toys, there is a pool, and there are pets, like chickens, birds, and cats Pelita Hati opens three service programs including Child Care Centers that are open every day from 6:30 a.m. to 5:00 p.m. WIB, this pattern of service is useful for parents who work until they get sick.

Pelita Hati provides an opportunity for guardians of students to pay by installments and also provide assistance costs to anyone who requests an application. The aspects provided by

parents are easily found in Pelita Hati, there are no fees or fees outside the SPP. This can occur because all that is published in the first semester with parents of guardian students at the time of the student guardian meeting. When there are incidental events the school is always looking for partners or donors from third parties. Pelita Hati also implements a cross-subsidy system.

Based on the presentation of these data, the following are temporary findings of the dimensions of excellent service in Pelita Hati PAUD Institution.

The final dimensions of prime service PAUD institution dimensions in Malang City

Based on the results of the interim analysis of temporary sites in each of these sites, the final findings from the excellent service dimensions of PAUD institutions are as follows Table 6. Cross-Site Analysis I (PAUD As-Salam) and Site II (PAUD Restu 2) with Site III (PAUD Pelita Hati)

Regarding the presentation of findings, it can be concluded that the 5 dimensions which are the main services of PAUD institutions are dimensions of distinctiveness, trust, comfort, hope, and affordability. Unique characteristics in the form of curriculum contents which are charged by religion and character-building efforts. Contents of the curriculum launch a program of memorizing prayers and *juz amma* every day, the desires of the prophet and the morality of the prophet, charity training, getting used to the practice of prayer, and dealing with environmental love habits. This characteristic or uniqueness in the business world is usually called a brand (brand identity) that is useful for developing a competitive advantage (Wijaya, 2012).

The uniqueness inherent in institutions can increase the interest of parents as providers of educational services to institutions. In the view presented by Gronroos (1990), it was also conveyed about the content provided by educational institutions that represented one of the quality services. This dimension is called the technical dimension or outcome, which is related to what is provided by the service provider and is accepted by the consumer. The material and programs presented in the PAUD curriculum are important factors and will influence parents on the quality of PAUD services. The contents of the religious values approved by the institution can be approved by parents as unique things that are needed.

Parents of students choose institutions that prioritize characters from choices that are child-oriented. Erik Erickson who said that the task of development that must be completed at this time is independence and increasing feelings of shame and doubt. Upbringing errors at this time can cause children to develop toward maladaptive attitudes and can become frightening and passive souls (Anita, 2011). Early childhood education is one form of education that focuses on laying the foundation for physical growth and development (fine and rough motoric), intelligence (thinking, creativity, motivational intelligence, spiritual intelligence), social-emotional (attitude, protection, and religion), language, and communication in accordance with the uniqueness and development carried out by early childhood. Thus, com-

posing an institution that emphasizes the menu of learning that is oriented towards character building, then the institution has helped develop early childhood development.

The second dimension is the trust given by parents as educational service providers to education service providers. Parents who are interested in participating in educational programs at PAUD institutions are interested in choosing educators who are friendly, painstaking, patient and caring. This was agreed by parents about educators who have character and competencies that are quite reliable in guiding children. In PAUD institutions, the role of educators is very important because educators have to send positive characteristics to children. A character educator will be able to send noble values to children, such as honesty, discipline, enthusiasm, hard work, courtesy, and debated responsibilities with the opinion of Lickona (2013) that the school is honest, not arguing, does not support, and fails, also mandates. The term trust means being responsible for what it carries, keeping promises, carrying out orders, fulfilling justice, giving punishments that are appropriate and can support something agreed upon (Prayitno, 2003).

In particular, according to Asmawati (2008), early childhood education instills discipline, introduces the surrounding world, fosters good safety attitudes, social skills, builds creativity, and prepares children to encourage further education. Whereas according to Sujiono (2009: 43) early childhood education has the intention to foster children's trust in God, develop physical motor skills, develop the ability to encourage, train logical and critical intelligence, and introduce children to the environment and surrounding environment. (Adilla, 2009; Hasan, 2009; Santrock, 2007). Taking so many characters that must be transmitted to children, then accepting the character of educators is needed.

The attitude and appearance of educators towards children or parents, according to Gronroos (1990) is one dimension of service quality, called the functional dimension or dimension relating to the process, which is related to how services are delivered or delivered so that the services provided can be displayed positively on consumers. Educator figures and able to guide children well, and the competency of principals can foster a good outlook on parents (Purnama, 2016). If this positive impression arises in parents, what would be called by Gronroos (1990) with the company image, which is related to the image of service providers in the eyes of consumers? When consumer thinking has decided posi-

Table 6. Cross-Site Analysis Process I and II

Category	Temporary Findings Site I (PAUD As-Salam)	Temporary Findings of Site II (PAUD Restu 2)	Temporary Findings in all I-II sites
Curriculum content	Emphasizing religious aspects (memorizing prayers, short letters, practices of worship, infidelity, habituation of 4 traits of the prophet), and introducing IT, computers, and English through centers, thematic learning, and sight-seeing classes.	Emphasize the values of <i>Islamic aqeedah</i> and morality by increasing the program of memorizing prayers, short letters, <i>juz amma</i> , <i>asmaul husna</i> , prophetic desires, and practices of worship, as well as teaching English for children, computers, and pleasant cooking	Emphasizing religious values through memorizing prayer programs, short letters, religious practices, and Islamic moral cultivation, as well as teaching English and computers
Educator Character	Educators can show patience, friendliness, attention, and hard work for children. Every morning educators welcome children in front of the gate, greet children and parents with smiles and greetings, so parents believe to send their children to school at Restu 2.	Educators are considered very competent and able to show patience, friendliness, courtesy in appearance, attention, and pain in handling children, so parents feel happy.	Educators who succeed in showing an attitude of patience, friendliness, attention and painstaking, in the attention of children, to foster a sense of pleasure and trust in parents
School venues	The place for organizing learning at PAUD Restu 2 is not in the hustle and bustle of the highway, there is adequate infrastructure, the number of indoor and outdoor games is adequate, and there are security guards so as not to cause concern to parents, and foster a positive impression on parents	The location of the institution discussed is safe and comfortable because it is located far from the crowds of the highway, has adequate infrastructure facilities, a large yard, near the mosque, there is special land for the game arena, and there is also security guarding	The institution is not located on the highway, has adequate infrastructure, adequate indoor and outdoor games, has a game arena, there is a security guard, to provide a sense of security and comfort
Service patterns	This institution opens full services throughout the day from 6:30 am to 17:00 WIB, by providing 3 types of program services (TPA, KB, BA). This pattern of service supports parents positively because it can provide peace for working parents and provides comfort during the new school year without the hassle of finding a new school.	The institute develops 3 program services (TPA, KB, TK) so that services are opened throughout the day starting at 07.00-16.00 WIB. This service pattern meets the needs and makes it easy for parents who work outside the home.	The institute opens its services to this day by developing 3 service programs (TPA, KB, BA / TK) so that the needs of parents for childcare can be fulfilled and provide convenience during the implementation of the new year.
Financing	Institutions that implement the gendhong indhit (cross subsidy) system and provide payment methods by installments. The amount to be paid by parents who have been approved in previous years, there are no additional fees in the middle of the year. With this system, parents need tuition fees at Restu 2, cheap and affordable to become an institution's attraction.	The main granting institutions are cross-subsidies, social assistance, and payment in installments. All types of financing are approved at the beginning of the year in the RAPBS, and there are no other levies. Acceptable by parents.	Institutions that implement a cross-subsidy system, installments, and budget transfers at the beginning of the year, there are no other additional costs in the middle of the year, so understanding the costs received and affordable by parents

Table 7. Analysis of cross-site I-II and III

Category	Temporary Findings on all I-II sites	Site of Temporary Findings III	Final Findings
Curriculum content	Emphasizing religious values through memorizing prayer programs, short letters, religious practices, and Islamic moral cultivation, as well as teaching English and computers	Emphasizing religious values such as memorizing daily prayers, short letters, Islamic morality with the 3S principle (smiles, greetings, greetings), environmental love activities, introduction to English and computers	There are distinctive dimensions possessed by the institution, namely a learning menu that highlights religious values, character planting, and life skills such as memorizing prayers and short letters, introducing the spirit of the Prophet, loyalty, the practice of prayer, love of the environment, computers, and English
Educator Character	Educators are considered capable of showing an attitude of patience, friendliness, attention and painstaking, in handling children, to foster a sense of pleasure and trust in parents.	Educators can show patience, politeness, and welcome children at the gate kindly, so parents feel confident in sending their children to school at Pelita Hati.	There is a trust dimension that has been built by the institution to convince parents through competent and characterless educators, namely educators who are friendly, patient, caring, caring, and caring
School venues	This institution is not on a busy road, has adequate infrastructure, adequate indoor and outdoor games, has a playground, there are security guards, thus providing a sense of security and comfort	The location of the institution is located far from the hustle and bustle of the highway, has adequate infrastructure and game equipment, there are security guards, a green and beautiful environment, making it easier for parents to be safe and comfortable.	There is an entertainment dimension provided by the institution in the presence of a conducive learning place: not dependent on the people, clean environment, complete infrastructure, adequate game equipment, security guards
Service patterns	The institute opens its services to this day by developing 3 service programs (TPA, KB, BA/ TK) so that the needs of parents for childcare can be fulfilled and provide convenience during the implementation of the new year.	Opening services until late afternoon from 6:30 a.m. to 5:00 p.m. WIB with 3 types of service programs (TPA, KB, TK), so parents are calmer to work and when the new school year does not need to be busy looking for new schools.	There is an expectation dimension that is approved by the institution, namely the expectation of parents to get PAUD services in a holistic manner (TPA, KB, TK) and hopes of fulfilling childcare needs until the afternoon.
Financing	Institutions that implement cross-subsidy systems, installment payments, and allocate budgets at the beginning of the year, there are no other additional costs in the middle of the year, making it easier to understand affordable and affordable costs for parents.	This institution applies the ta'awun principle, looks for donors, provides opportunities to pay by installments, no other fees in the middle of the school year, and plans for all types of financing at the beginning of the new school year. So, the amount of entry fees and monthly fees is considered cheap and affordable by parents	There is a dimension of affordability provided by the institution if funds are issued through a system of cross-subsidies, waivers or social assistance, and how to pay by installments, and there are no additional costs in the middle of the school year.

tively on the service provider, problems will arise in service delivery, so this shortfall can be closed with a positive image that the consumer has.

Convenience is a dimension built by PAUD institutions to attract parents. Educational sites that are far from the crowds of highways and equipped with adequate infrastructure provide comfort for children and parents. Although far from the highway, approved institutions are easily accessible to parents. According to Johnston, as written by Looy Van, et.al. (1998) this is the access dimension, which is an easily accessible location, including the ease of finding roads or route clarity. Various types of educational games are prepared by institutions to stimulate the growth of children. Associated with educational games and adequate infrastructure for the development of children at an early age. This is because the principle of organizing early childhood education according to Asmawati (2008) is done through learning and playing (because through games) because through children's games there will be opportunities to explore find, change (expression) feeling, and creative (creation).

The existence of an environment that teaches early childhood develops potential based on the principle of learning while playing. Besides, to complete facilities, a clean, neat and beautiful environment also makes children and parents make sure they are comfortable, so they decide to choose an institution. Discussing Alma's view (2004) to realize the satisfaction of educational services to students, can be done by creating environments such as clean classrooms, neat parks, friendly educators, and so on.

Four are expectations, namely the hope of meeting PAUD needs holistically and hopes to meet the needs of parents in terms of childcare. Upbringing and education services to this day are a pattern of services expected by parents who can provide parents who work for working parents (Elytasari, 2017) With services to sick people who are given free without having to be burdened by having to care for children - child. Cochran's opinion cited by Brown (2011) mentions early childhood education institutions which are also institutions that provide opportunities for women to open up the labor market and children left behind by their parents.

This means that the implementation of PAUD in Indonesia is also able to meet the needs of parents who need caregivers. PAUD support was developed in Italy which aims to meet the needs of parents and children in terms of childcare (Melhuish, 2006). One of the factors that can improve the image and quality of educational

institutions increases the results of research from Fradito (2016).

Dimensions that can increase the strategic value of service institutions are related to the affordability dimension. An easy payment system has increased costs that are cheap and affordable and provide for parents. Assistance is given to parents who need it and opportunities to become donors are given to parents who have higher economic abilities. This agency requests cross-subsidies and also provides policies for repayment payments. PAUD. The ease of financing provided by institutions provides the greatest opportunities and opportunities for parents. Harini (2003) also stated that he was responsible for responding with family, community, and government. Parents are not only limited to asking to take children, but participation in material and non-material contributions will be very helpful for an institution. Parental support for PAUD implementation will have an impact on service quality.

Quality services that prioritize the characteristics and uniqueness of institutions, which can build trust, provide comfort and prioritize affordability dimensions are services that have high service strategic value and can attract customer attention. This is accepted in the concept of Total Quality Management (TQM) where service quality is determined by customers, both internal and external customers. Customer needs in all aspects including price, security or timeliness are ways to achieve customer satisfaction (Tjip-tono, 2003). Contributing to services they consider is an important aspect that can determine the quality of service institutions. This is in service management theory, referred to as the perception of the quality of services possessed by several dimensions. Consumer perception of service quality must go through a process of evaluating service excellence from the viewpoint of service users (Jasfar, 2009: 48). Thus, the services of PAUD institutions are determined by the management of the institution but depend on parents and the surrounding community as users of service services.

Research findings of the excellent service dimensions of PAUD institutions differ from Tjiptono (2003) about three dimensions of manufacturing product quality, namely, performance, features or privileges, comfort, conformity with specifications, durability, service capabilities, speed, and competence, aesthetics, and product image. This difference occurs because the characteristics of educational products differ from manufactured products, discussed by Kotler and Keller (2006); Alex (2006); Bitner (1993); and Tadepalli and Hayes (2000) who say that servi-

ce products are intangible products where customers cannot see, smell, hear, feel, and make compilation never use the product. Therefore, the form of service products, forms of education that improve the shape of products and increase the value of products that are different from tangible manufacturing products.

The results of this study support the opinion with Zeithaml, Berry, Parasuraman accepted by Tjiptono (2003) relating to various studies of several types of services supported by five countries, examples of this research are: physical facilities, equipment, employees, and means of communication; (2) reliability, namely the ability to provide promised services promptly and satisfactorily; (3) responsive (responsive), namely the request of staff for customer assistance and the provision of responsive services; (4) Guarantees (guarantees) include ability, politeness, and reliable abilities that demand staff, free from danger, risk, or doubt; and (5) empathy, discussing communication relationships, and understanding customer needs.

The opinion of Parasuraman et al. If analogous to the findings of this study can help research that can be done to improve customer satisfaction and increase the strategic value of agency services. Some of these things are of concern to aspects (1) (2) the ability and reliability of employees in providing satisfying services and having high responsiveness to build the trust of parents; and (3). These things can lead to comfort, trust, comfort in the customer, and become a service that is following the wishes of the customer (Luyoadi & Hamdani, 2008).

While Johnston was written by Looy Van, et.al. (1998) also support several dimensions of quality, which are in line with the findings of this study, namely (1) ease of access to locations; (2) satisfying service packages; (3) providing service facilities, staff and goods for consumers; (4) care, attention, sympathy, and patience are shown; (5) Comfort and environmental service facilities; and (6) consumer safety and security. This dimension enhances the service quality of an institution so that it provides excellent service for service users.

CONCLUSION

Excellent service from PAUD institutions is determined by 5 dimensions, namely dimensions (1) distinctiveness, (2) trust, (3) comfort, (4) expectations, and (5) affordability. The distinctiveness dimension is built on curriculum content that contains religious values, character, and life skills. The dimensions of trust are formed through

the character of educators, namely educators who are friendly, patient, painstaking, and caring for children. The comfort dimension is built from a place far from the crowds, a clean school environment, complete infrastructure, adequate game equipment, and the availability of security personnel. Hopeful dimensions are formed from the pattern of services held throughout the day with integrated service patterns. The dimensions of affordability are built from the provision of a system of financing that is easily issued through cross-subsidies, installments, assistance or social assistance, and no other levies beyond the costs given at the beginning of the semester.

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