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Student Satisfaction on Learning and Teacher Quality: A Case Study in an International Standard Madrasah

ABSTRACT: Studies related to the development of Islamic education have been the focus of public attention in recent decades. The increasing demands for educational change relevant to the needs of the community have changed the "madrasah" (modern Islamic school), both at the level of concepts, processes, functions, objectives, management of educational institutions, and educational management resources. The quality of education programs and services is an important factor in maintaining the sustainability of "madrasah" and increasing satisfaction for students. The quality of teaching, for example, is an important factor in improving student excellence and is influenced by teachers' competence and professionalism. This research is aimed to investigate students' satisfaction on learning system and teacher in an international standard "madrasah" and its relation with student learning results. This study used a survey method and involved 135 students as participants. A set of questionnaires consisting of 15 questions was used to collect the data. Using the IPA (Importance Performance Analysis) and Gap Analysis methods to analyze the data, the results showed that students had a positive response on learning and the quality of their teacher. In addition, there is a significant relationship between learning outcomes and student scores on teacher' teaching abilities. The results of this study are expected to be an input for the improvement of education programs and services in international "madrasah".

KEY WORD: Teacher Quality; International Standard Madrasah; Importance Performance Analysis, Gap Analysis; Students' Satisfaction.

RESUME: "Kepuasan Siswa tentang Pembelajaran dan Kualitas Guru: Studi Kasus di Madrasah Berstandar Internasional". Studi yang berkaitan dengan perkembangan pendidikan Islam telah menjadi fokus perhatian publik dalam beberapa dekade terakhir. Meningkatnya tuntutan untuk perubahan pendidikan yang relevan dengan kebutuhan masyarakat telah mengubah madrasah, baik pada tingkat konsep, proses, fungsi, tujuan, manajemen lembaga pendidikan, maupun sumber daya manajemen pendidikan. Kualitas program dan pelayanan pendidikan menjadi faktor penting dalam menjaga keberlangsungan madrasah dan meningkatkan kepuasan bagi siswa. Kualitas pengajaran, contohnya, menjadi salah satu faktor penting dalam meningkatkan keunggulan siswa dan dipengaruhi oleh kompetensi dan profesionalisme guru. Penelitian ini difokuskan pada penilaian kepuasan siswa terhadap pembelajaran dan guru madrasah bertaraf internasional, serta hubungannya dengan hasil belajar siswa. Penelitian ini menggunakan metode survey dan melibatkan 135 responden dari peserta didik. Instrumen yang digunakan adalah seperangkat kuesioner yang terdiri dari 15 pertanyaan. Dengan menggunakan metode IPA (Analisis Kinerja Penting) dan Analisis Gap, hasil penelitian menunjukkan bahwa siswa memiliki penilaian positif pada kualitas guru mereka saat mengajar. Selain itu, ada hubungan yang signifikan antara hasil belajar dan nilai siswa terhadap kemampuan guru mengajar. Hasil penelitian diharapkan menjadi masukan bagi perbaikan program dan layanan pendidikan di madrasah bertaraf internasional.

KATA KUNCI: Kualitas Guru; Madrasah Bertaraf Internasional; Analisis Kinerja Penting; Analisis Gap; Kepuasan Siswa.

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INTRODUCTION

Education is at the forefront of improving human resources and future investment of a nation (Healthfield, 2011; and Fauzi, 2016). Studies related to the development of education, especially Islamic education in the context of Indonesian *madrasahs* (modern Islamic schools), have been the focus of public attention in recent decades. The increasing demands for educational change relevant to the needs of the community have changed the *madrasahs* both at the level of concepts, processes, functions, objectives, management of educational institutions, and educational management resources (Nurdin, 2015).

One of the significant changes in the community is the emergence of leading and international standard *madrasahs*. The existence of the leading and international standard *madrasahs* is expected to answer the challenges and demands of globalization (Budianto, 2017); and functions as a means to prepare competent human resources to compete in the future, and to equip learners with a quality learning experience (Maimun & Fitri, 2010).

The quality learning experience offered by the leading and international standard schools is strongly influenced by various factors existing in the *madrasahs*. Several studies have been conducted not only to see the extent to which education is implemented at different levels of *madrasah*, but to examine contributing factors that improve the quality of *madrasahs*, such as *teacher performance* (Sodiqin & Nurdin, 2017); *input* (Farida, 2014); *leadership of the madrasah principals* (Machali, 2011; Ridwan, 2013; Syamsudin & Syihab, 2013; and Aprilana, Kristiawan & Hafulyon, 2017); and *community participation* (Rahman, 2012).

A study conducted by E. Farida (2014), for example, shows that students, curriculum innovation, creative, earnest, and committed educators and administrative staff are able to synergize to improve the quality of education in *madrasahs* (Farida, 2014). In another study, the managerial skills of *madrasah*

headmaster and teacher performance proved to contribute positively and significantly to the quality of *madrasahs* (Sodiqin & Nurdin, 2017). In the study, teacher performance from how teachers plan, implement, and evaluate learning has a significant contribution to improving the quality of *madrasah* (Muhammadi, Marzuki & Hussin, 2015; and Rahmatullah, 2016).

Madrasah teachers have played a central role, because their success in teaching affects the improvement of student learning achievement. Even, E.A. Hanushek & S.G. Rivkin (2006) argue that the quality of teachers in teaching is one determinant in improving student achievement (Hanushek & Rivkin, 2006). Some studies suggest that teaching by using *an active learning approach* (Baharun, 2015) and *project based learning* (Pradita, Mulyani & Redjeki, 2015) can improve student achievement in senior high school level.

Even though a number of studies have been conducted to investigate factors that contribute to determine the quality of *madrasahs*, studies that examine student satisfaction towards learning system and teachers in international standard *madrasahs* are still limited (*cf* Duraku, 2014; and McKenzie *et al.*, 2014). Therefore, this study was conducted to assess the learning system and the existing teachers in the international *madrasahs* from the perspective of the students.

International Standard Madrasah.

In most Muslim countries, the existence of *madrasahs* (modern Islamic schools) is part of a broad educational infrastructure (Blanchard, 2017). In Indonesia, the existence of an international *madrasah* cannot be separated from government programs in realizing the mandate of the Constitution to improve the quality, efficiency, and relevance of education (Maimun & Fitri, 2010; and Ma'arif, 2011); and the demands to improve human resources to be more competitive in science and technology in the era of globalization (Aqib, 2010).

Apart from the needs of current demands, international standar *madrasahs*

are required to demonstrate excellence and obtain international recognition in many aspects, such as students as input, process, and output (Aqib, 2010). In this context, N. Budianto (2017) asserted that the leading *madrasahs* are indicated by their abilities to compete and achieve both national and international recognition in the mastery of science and technology and based on good manners (*akhlakul karimah*); and have several supporting factors, including inputs, educational process, teachers, management, education services, and facilities that support the improvements (Budianto, 2017).

According to S. Ma'arif (2011), the characteristics of international level education are those which have met the national standards and have provided education that can produce competitive graduates in the international level (Ma'arif, 2011). In addition, the learning process in the *madrasahs* is characterized by applying information-rich learning environment, teacher competence in facilitating information, communication, and technology based teaching across subjects.

As part of national education sub-systems, *madrasah* needs to be maintained and developed in order to contribute significantly in the provision of more broadminded, competent, creative, diligent, and civilized graduates (Akhwan, 2008). Therefore, there exists a great demand for *madrasah* education personnel to educate and teach students with teaching relevant to the current demands. In other words, each teacher in international level *madrasahs* is required to meet certain qualification as competent and reliable teachers.

Teacher competence can be seen from their habits of thinking and actions as a result of a combination of knowledge, values, attitudes, and skills. One of the competencies that teachers need to master is the pedagogic competence that involves the ability of teachers to manage learning. Some studies have found that pedagogic competence has a positive relationship with the quality of learning; meaning that the higher the competence, the more quality the learning results (Suhadi *et al.*, 2014; and

Sodiqin & Nurdin, 2017).

Learning System and Madrasah Teachers.

It is consisted of: (1) *Learning System*; (2) *Madrasah Teacher*; and (3) *Student Satisfaction*. Its descriptions are as following here:

Firstly, *Learning System*. According to T. Susanti (2013), the learning process in international schools is characterized by supporting changes with active, creative, effective, and fun learning methods; ICT (Information and Communication Technology)-based learning; and international standardized assessment and management (Susanti, 2013). Basically, the teaching methods applied in international *madrasahs* (modern Islamic schools) prioritize active learning that focuses more on students, promotes collaboration, and develops student innovation and creativity.

Some studies show the effectiveness of: *active learning* (Baharun, 2015; and Nurdyansyah & Toyiba, 2018); *cooperative learning* (Hasanah & Surya, 2017); *project-based learning* (Hidayah, Yulianto & Marwoto, 2015; and Pradita, Mulyani & Redjeki, 2015); and *ICT-based learning* (Lubis *et al.*, 2008) to improve student achievement.

The learning atmosphere in *madrasahs* prefers fun learning activities; and today, many *madrasahs* use student-centered learning methods, so that students no longer learn by rote (Tan, 2014). The learning methods used in *madrasahs*, such as active learning and collaborative learning, are essentially to create a fun learning environment. According to J. Robson (1998), as cited also in H.B. Zulfahmi (2013), active learning provides a broad opportunities for teachers and students to interact (Robson, 1998; and Zulfahmi, 2013).

Some of the advantages of active learning are increasing student participation, activating prior student experience and knowledge, finding new perspectives on materials, encouraging open attitudes, improving shared learning, and encouraging a sense of responsibility for learning. According to R. Ainak (2009), the implication of active learning is create enjoyable learning. In addition, collaborative learning between students is

able to create a fun learning environment, because students are actively working with other students in solving problems or completing work (*cf* Ainak, 2009; and Monikasari, 2016).

Secondly, *Madrasah Teacher*. In supporting the implementation of education, international *madrasah* (modern Islamic school) needs to be supported by various important elements. One of the important supporting elements of a *madrasah* is educators or teachers. In this context, I. Arifin (2008) argues that *madrasah* teachers should have adequate qualifications, have high loyalty and commitment, and motivation to work (Arifin, 2008). In addition, the teachers must also have a good standard of personal quality, including responsibility, discipline, independence, and dignity (Farida, 2014).

Like teachers in international schools, *madrasah* teachers must meet several work indicators in accordance with national standards of education. Some of these indicators include the ability to teach Science, Math, and Technology in English and ICT (Information and Communication Technology)-based learning. However, the existing conditions indicate that many teachers still do not have the ability of qualified English language, so that learning activities are not optimal (Ma'arif, 2011).

Thirdly, *Student Satisfaction*. In addition to teachers, as part of education, students are an important part that can provide feedback to the provision of education in an educational institution, including in an international *madrasah* (modern Islamic school). Students' satisfaction with the services is crucial in determining the existence of a *madrasah*. Therefore, student satisfaction becomes important to provide information which can be used to evaluate school administration (BrckaLorenz *et al.*, 2013; and Mihanović, Batinić & Pavičić, 2016).

A study conducted by A.R. Osman, R.S. Saputra & J. Saha (2017) show that the quality of services and higher education programs have a major impact on student satisfaction (Osman, Saputra & Saha, 2017). In the study, the quality of education

services includes academic and non-academic aspects, reputation, access, and program. The academic aspects include positive behaviors, communication skills, feedback, and teaching competencies from teachers. In addition to the quality of services, the quality of programs, such as teaching methods, curriculum, and learning facilities, have a significant effect on student satisfaction (Farahmandian, Minavand & Afshardost, 2013; and Napitupulu *et al.*, 2018).

Although student satisfaction on the quality of education services and programs is highly crucial, research related to student satisfaction in international *madrasahs* is still limited in Indonesia. Therefore, this study examines the satisfaction of students in international *madrasah* on the quality of the program (learning system) and the quality of service (teachers).

METHODS

To understand students' satisfaction with the quality of education programs and services in international standard schools, this research used survey method (Groves *et al.*, 2009; and Engel *et al.*, 2014). This method is used to measure students' responses to their satisfaction in learning and *madrasah* (modern Islamic school) teachers in international *madrasah* (Creswell, 2012; and Purwowododo, 2017).

This study involved 135 students selected using purposive sampling, because of the availability of access and willingness of students to engage in research. The distribution of respondents in the school are 40 students of class X, 40 students of class XI, and 55 students of class XII.

Data were collected using close-ended questionnaire to gain a holistic understanding of students' perspective on service quality and *madrasah* program (Dawson, 2007). The data were, then, analyzed using IPA (Importance Performance Analysis) and Gap Analysis methods (Martilla & James, 1977; Griffin & Edwards, 2012; and Tileng, Utomo & Latuperissa, 2013).

IPA was firstly introduced by J.A. Martilla & J.C. James (1977) as a tool

to provide management insight in identifying the strengths and weaknesses of companies to improve company performance (Martilla & James, 1977). This method is useful to simultaneously consider the strengths and weaknesses of a business when evaluating or defining a strategy (Linda & To, 2010). M.S. Wong, N. Hideki & P. George (2011) explains also that IPA is an effective and simple method that can be applied to investigate customer satisfaction as a function of performance and the importance of attributes (Wong, Hideki & George, 2011).

The attributes used in this study consisted of 15 attributes in the international standard *madrrasah*, which were based on preliminary study and the author's practical experience. The first part of the attributes include the seven attributes of the student learning system consisting of: (1) the learning method; (2) the learning environment; (3) the subject matter; (4) the class exercises; (5) the homework; (6) the repetition of the material; and (7) lesson hours. The second part consisted of eight questions concerning the personal assessment of the teacher, that is: (1) intelligence; (2) professionalism; (3) teaching skills; (4) communication skills; (5) material delivery; (6) teacher age; (7) teacher competence; and (8) attitudes.

The Likert scale was used to measure the level of importance and performance associated with each attribute in the study. Where in the Likert scale, a value of 5 is used for attribute that is considered very important and for the value 1 to represent the assessment of attributes that are considered very unimportant. The weighting of the questionnaire results is done on the criteria of each item, which is then averaged to obtain the importance and quality value of each attribute (Johnson & Orme, 2002; and Gustafsson & Johnson, 2004).

The first step for quadrant analysis is to calculate the average importance and performance rating for each attribute using the following formula:

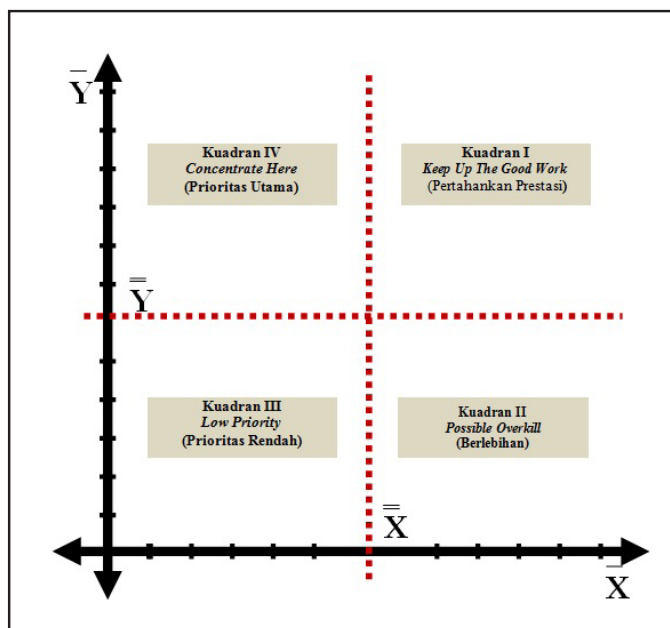


Figure 1:
Cartesian Quadrant in IPA
(Importance Performance Analysis)

$$\bar{X}_i = \frac{\sum_{i=1}^k X_i}{n} \quad \bar{Y}_i = \frac{\sum_{i=1}^k Y_i}{n}$$

Notes:

- \bar{X}_i = The average weight of attribute performance of i.
- \bar{Y}_i = The average weight of attribute importance of i.
- n = Total of respondents.

This value of X_i is perpendicular to the horizontal axis, i.e. the axis reflecting the attribute performance (X), while the value of Y_i intersects perpendicular to the vertical axis, i.e. the axis reflecting the attribute importance (Y). Having attained the performance weights and the attribute importance, then those values are plotted into Cartesian diagram, as shown in figure 1.

The average score of importance and performance score is used to determine the points in the quadrant. While the next interpretation is a combination of scores of importance and quality of each attribute. The results of the analysis include four different suggestions based on measures of importance and service level, which can then be used as a basis for further

Table 1:
Average Scores for Each Attribute in Learning System and Teacher

No	Code	Attribute	$\bar{v} = \frac{\sum V}{K}$	$\bar{x} = \frac{\sum X}{K}$
	A	Learning System:		
1	A.1	Method	4.59	4.89
2	A.2	Learning Atmosphere	4.66	4.53
3	A.3	Learning Materials	4.37	4.97
4	A.4	Class Exercises	4.16	4.70
5	A.5	Homework	4.13	4.69
6	A.6	Lesson Repetition	4.41	3.49
7	A.7	Study Hours	3.63	3.37
	B	Teacher:		
8	B.1	Intelligence	3.33	3.13
9	B.2	Profesionalism	4.67	4.08
10	B.3	Teaching Competence	4.75	3.10
11	B.4	Communication Skills	4.67	3.69
12	B.5	Material Delivery	4.65	3.23
13	B.6	Teacher Age	4.20	3.89
14	B.7	Teacher Competence	3.93	3.48
15	B.8	Attitude	4.59	4.58

recommendation.

IPA (Importance Performance Analysis) provides management with a useful focus for marketing strategies in the hope of helping activities related to performance and interests (Martilla & James, 1977). IPA has been used as a tool to evaluate service quality and marketing strategies in educational organizations (O'Neill & Palmer, 2004); and quality of school services, as well as in government projects (Wong, Hideki & George, 2011).

In addition to IPA, the data obtained are analyzed using Gap Analysis, a method used to determine the performance of a program that is running with a standard system. Gap Analysis assesses how big the gap between the actual performance with the expected (Murray, 2000; and Hutton, 2017).

Using the IPA and Gap Analysis methods, this study is expected to provide an overview of the importance of the role of teacher and its correlation to the achievement of a student's value. In this study, the respondents focused on Mathematics teachers, where the level

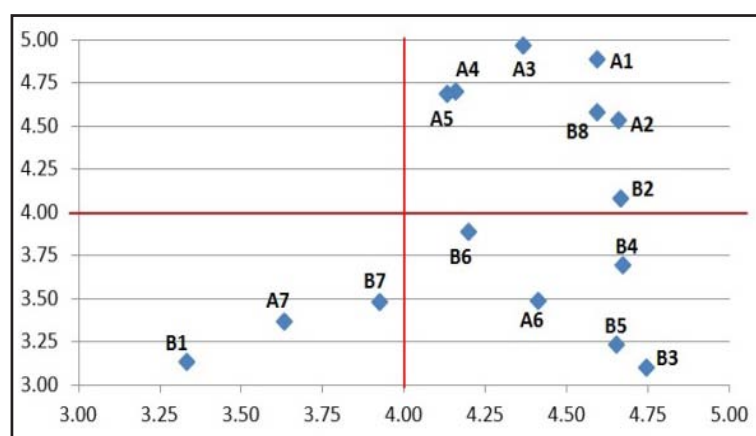


Figure 2:
The Results of IPA Quadrants

of importance and level of satisfaction was assessed based on the variables and attributes in the study.

RESULTS AND ANALYSIS

Based on the analysis of 135 respondents, the results show that the average importance and performance value of each attribute has a different mean value. The results of this IPA (Importance Performance Analysis)'s analysis are shown in table 1.

The results of the calculations and the mean values of each attribute were, then, plotted in Cartesian diagram as shown

in figure 2. The results show seven attributes are in the first quadrant, five attributes at second quadrant, and three attributes at third quadrant. As for the fourth quadrant, none of the attributes were included in the fourth quadrant category, meaning that students assessed the learning system and the teacher with satisfaction as no attributes have to be improved.

Meanwhile, there are seven attributes included in quadrant 1 of them are (A1) learning method, (A2) learning atmosphere, (A3) lesson material, (A4) exercise in class, (A5) homework, (B2) teacher professionalism, and (B8) attitudes of teachers. These seven attributes in quadrant 1 are good attributes that can be maintained.

According to M.S. Wong, N. Hideki & P. George (2011), these attributes are the strengths and pillars of the organization that need to be the pride of an organization (Wong, Hideki & George, 2011). In other words, aspects of learning systems, such as learning methods, learning atmosphere, materials, and classroom exercises, have contributed to create student satisfaction in *madrasah* (modern Islamic school).

This cannot be separated from the use of active and creative learning methods used in classroom learning (Ainak, 2009; and Monikasari, 2016), which contribute to student satisfaction with the given program (Osman, Saputra & Saha, 2017).

In addition, aspects of educators, such as the professionalism and attitudes of teachers, become things that need to be maintained. Both have a big role in improving the quality of *madrasah*, which affects the increasing satisfaction of *madrasah* students (Sodiqin & Nurdin, 2017).

In addition, there are five attributes included in quadrant 2 of which are (A6) repetition of the material, (B3) teaching ability, (B4) teacher communication skill, (B5) material delivery or science transfer, and (B6) teacher age. Quadrant

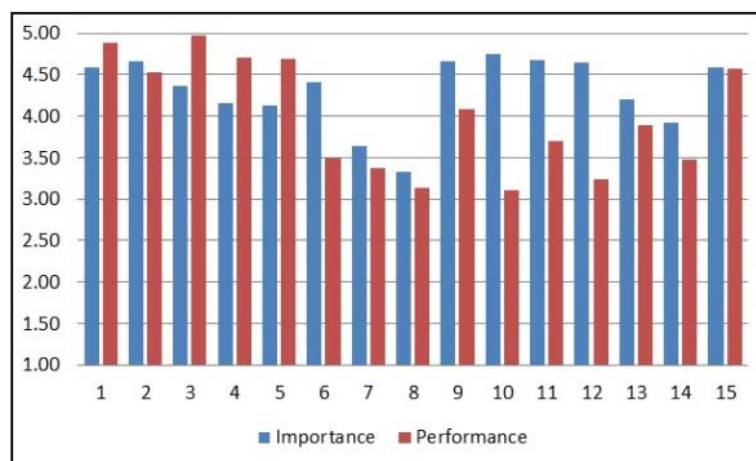


Figure 3:
Gap Analysis between Attributes

2 or “possible overkill” is a quadrant that exceeds the expectations of the respondents. This means that the service aspects associated with teachers, such as teaching and communication skills, have exceeded the desires of students in *madrasah*. Attributes that fall into this quadrant are not a priority to be upgraded.

This corroborates the study conducted by H. Sodiqin & D. Nurdin (2017) that found the teaching aspects of the *madrasah* teachers, from the preparation, the implementation of learning, and the evaluation of learning, are in the high category and this contributes to the quality of student learning and satisfaction (Sodiqin & Nurdin, 2017). Meanwhile, three attributes are in quadrant 3 including: (A7) lesson time, (B1) teacher intelligence, and (B7) teacher competence. The three attributes in this quadrant have low priority category, in which the performance and the desires of the students have equally low value and do not directly affect the level of student satisfaction in learning. In addition to IPA (Importance Performance Analysis)’s analysis, the Gap Analysis results of each attribute were also measured. See figure 3.

Figure 3 shows the result of Gap Analysis between each attribute for the level of importance and service level of learning and teacher. The red bar represents the performance (reality) of each attribute, while the blue bar represents the

Table 2:
Students' Satisfaction on Variables

Code	Attribute	1	2	3	4	5
B	Teacher:					
B.3	Teaching abilities	2.2%	7.4%	21.5%	28.1%	40.7%
B.4	Communication skills	3.0%	5.9%	17.0%	29.6%	44.4%
B.5	Material Delivery	0.7%	0.0%	20.0%	25.2%	54.1%
B.7	Teacher competence	1.5%	3.0%	19.3%	40.7%	35.6%
B.8	Attitude	11.1%	3.0%	14.8%	18.5%	52.6%
A	Learning System:					
A.2	Learning atmosphere	11.9%	4.4%	22.2%	16.3%	45.2%
A.3	Learning materials	3.0%	16.3%	29.6%	22.2%	28.9%
A.5	Homework	28.1%	0.0%	11.1%	23.0%	37.8%

importance of each attribute.

The results of the Gap Analysis show that attributes related to the competence of teaching teachers have different levels of expectations and reality. Teaching skills, communication skills, and teacher material delivery need to be improved so as to improve the quality of learning and satisfaction of *madrrasah* students (Rahmatullah, 2016; and Mudawali & Mudzofir, 2017).

This suggests that *madrrasah* (modern Islamic school) teachers need attention, especially in relation to the improvement of teaching and communication skills; thus, providing a learning experience that enhances student achievement. In other words, providing a learning experience for students needs to be supported by the teacher's efforts to better understand his field and teaching skills (Darling-Hammond, 2000); so that teachers can understand their duties and obligations, and have effective teaching skills that become one of the determinants of *madrrasah* student satisfaction (Sodiqin & Nurdin, 2017).

Again, according to L. Darling-Hammond (2000), teacher readiness and certification can have an effect on student learning and even improve their achievement (Darling-Hammond, 2000). Table 2 shows the recapitulation of questionnaire results of several variables in the study. Several variables had higher scores in satisfaction.

Table 2 shows that each teacher attribute, such as teaching ability,

communication skills, material delivery, teacher competence, and attitudes, has high satisfaction scores based on the distribution of values 4 and 5 of the Likert scale.

Not much different from the results achieved by students on learning system variables, learning atmosphere, subject matter, and variation of homework given by the teacher to the students showed excellent results with a percentage value of 5. Table 3 is a correlation table between teachers' teaching abilities and other types of attributes.

The correlation between the components of teacher's teaching ability to other attributes shows that the coefficient value is very high, that is > 0.71 for each component, except for homework variable which tend not to have correlation to teaching ability. By referring to the result of correlation calculation between components and also the high value of correlation test in this research, it can be said that teaching abilities of the teacher and learning system, such as learning atmosphere and learning materials, is very important.

The teacher abilities in teaching has also strong correlation with teacher attitude. Teaching ability is related to teacher self-efficacy, which then influences teachers' attitudes towards the use of innovative methods that promote active learning (Baharun, 2015). This finding corroborates a study of G. Ghaith & H. Yaghi (1997) showing that teacher self-efficacy relates to teacher attitude in using innovative instructional practices (Ghaith & Yaghi, 1997).

Table 3:
Correlation between Teaching Abilities and Other Attributes

Code	Component	Correlation
<i>B</i>	<i>Teacher:</i>	
B.3	Teaching abilities	1.00
B.4	Communication skills	0.99
B.5	Material delivery	0.97
B.7	Teacher competence	0.92
B.8	Attitudes	0.86
<i>A</i>	<i>Learning System:</i>	
A.2	Learning atmosphere	0.86
A.3	Learning materials	0.83
A.5	Homework	0.53

Table 4:
Correlation between Teacher Competence and Other Attributes

Code	Component	Correlation
<i>B</i>	<i>Teacher:</i>	
B.3	Teaching abilities	0.92
B.4	Communication skills	0.91
B.5	Material delivery	0.83
B.7	Teacher competencies	1.00
B.8	Attitudes	0.68
<i>A</i>	<i>Learning System:</i>	
A.2	Learning atmosphere	0.65
A.3	Learning materials	0.70
A.5	Homework	0.50

In addition, the high correlation between teacher variables and learning system variables indicates that teachers remain an important factor in establishing a good learning atmosphere that influences student satisfaction. This corroborates the study of H. Sodiqin & D. Nurdin (2017) indicating the importance of teacher performance in fulfilling the student needs and providing services (Sodiqin & Nurdin, 2017). In addition, teachers become supporting elements in *madrasahs* (modern Islamic schools), particularly for leading *madrasahs*, to develop quality and competitiveness (Budianto, 2017).

Meanwhile, table 4 shows the result of correlation calculations on each component on teacher competence variable. Based on the results of the correlation for teacher competency variables, learning atmosphere, subject matter, and homework are not well correlated, as well as teacher attitudes.

CONCLUSION ¹

Learning system, teachers, and students are the supporting elements of education institutions, and providing quality services is the heart of education administration. Each institution, particularly international based *madrasahs* (modern Islamic schools), strives to improve the quality of learning system and administration by promoting quality system and developing teaching resources in order to enhance student satisfaction. It can be concluded from this study that students had a positive response on learning and the quality of their teacher in one international based *madrasah* in Indonesia.

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Based on the results of the study, there is no attribute that goes into quadrant 4, which is the priority quadrant to be developed, due to low performance given by the institution or organization. Teacher's verbal skills are highlighted by students, even though entering into quadrant 4 is "possible overkill", but it is necessary to get development efforts from school institutions, so that teachers' verbal skills can be improved.

Based on the calculation of correlation between the components, it can be said that teacher ability in teaching and teacher competence in establishing a good learning system in the class is very important. This is shown from the results of correlation coefficient value between teacher's teaching ability with other components is > 0.71 , except related to homework.

The researcher believes that there are limitations in this study, particularly the nature of a case study which discusses student satisfaction towards learning system and teachers, and the few number of participants involved in this study. Further studies would investigate other variables that relate to student satisfaction, such as *madrasah* infrastructure and leadership management in international based *madrasah*.²

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²**Statement:** Herewith, I affirm that this article is my original work and not a product of plagiarism, and that the article has not been submitted, reviewed, or published in another scholarly journal. Upon acceptance for publication, I will not withdraw my manuscript from the *SOSIOHUMANIKA* journal.

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