

How to Cite

Mulyono, S. (2020). Understanding the experience of online community interaction with boarding school services. *International Journal of Business, Economics & Management*, 3(1), 172-176. <https://doi.org/10.31295/ijbem.v3n1.171>

Understanding the Experience of Online Community Interaction with Boarding School Services

Sri Mulyono

Institut Daarul Qur'an Tangerang, Indonesia

Corresponding author email: srimulyono@idaqu.ac.id

Abstract---*The purpose of this study was to understand the experiences of some link boarding school users in Indonesia. Along with the development of Covid-19, the general public has increasingly reacted through online means for purposes with boarding school administrators. It is one of the benefits of advancing mobile technology and its adoption by many consumers, making it essential for corporate organizations to redesign interaction and service delivery during the Covid-19 season and students' return—ability to achieve the best online user experience. Survive in today's competition. To facilitate understanding, some consumers interact with this school, a series of literature reviews, and various sources of information so that the authors get the required data. After the data was collected, then the analysis is carried out by taking a descriptive analysis approach until these findings are valid and reliable. It was proven that the online public experience includes every point of contact (social media, websites, applications) that the customer chooses to interact with several schools through various social network platforms or online social networks, giving the impression that some boarding schools have not been able to serve their consumers. It is a bad experience in a time when all businesses must adapt to changing ways of communicating safely and productively. This finding should be an essential input for every school so that it can serve all of its service users, such as students and parents, and the wider community. Because currently, Covid-19 still haunts Indonesia's territory, all communication is expected to be done via virtual interaction to slowdown coronavirus spreading.*

Keywords---*boarding schools, covid-19 communication, online element approach, online interaction experience.*

Introduction

Studying the religion of Islam is a mandatory task for every Muslim, so this study must start from the history of Islam's origin when it entered the country because, through studying history, everyone can understand the current and future development of Islam (Holt *et al.*, 1977; Aslan *et al.*, 2020). The history of Islam's struggle to enter Indonesia is one of the exciting studies that are now the theme of courses in tertiary institutions and academia to understand the history of Islamic history in the past. So every Muslim must understand that Islamic civilization itself is a process of the Ummah's struggle within the sphere of influence historical values. With the development and advancement of Islam, Muslim must undoubtedly follow the results of the latest times so that Islam is not understood as a religion and worship, but through the sphere of life that not only manages relationships with God but regulates social procedures in the modern age to achieve a life of balancing all interests.

The presence of pesantren in the country is inseparable from the benefit values that the pesantren have themselves. So its presence is also required to adapt to Indonesia's conditions, which are following the changes in the present era where technology adoption in all sectors of life from business service practices and education. So on that basis, we are increasingly aware that there is a new world where experience is a new service, and time is a price. It means that pesantren compete for students based on service quality, not only that the big names of these pesantren increasingly measure the quality of their services by how long it takes them to get what they want to do for the purpose they are looking. Marketing management theory has undergone many changes in recent years. The marketing concept aims to achieve customer satisfaction by focusing on excellent service.

This change is followed by generating customer or parental loyalty with either recurring relationships. The new

marketing paradigm has good relationships with parents and students and strategically manages parents' experiences in all boarding schools owned by the foundation. Below is a Conceptual Model of Customer experience, antecedents, and consequences (Haningsih, 2012). The key to winning in the world of pesantren is to make the experience simple and digital, making it very easy. Digital means that it is sent on a mobile device to be anywhere, anytime, fast, easy, and simple, and the benefits are many. Pesantren get more satisfied students and loyal parents and last longer, come back for more, recommend their friends, promote the school/ pesantren on social media, and get more students involved as their work becomes. Consumers, in this case, parents, often actively process price information, interpret prices based on their knowledge from previous experiences or services provided, from formal and informal communication and point of purchase or online resources (Aslan, 2018; Aslan, 2019; Suhardi *et al.*, 2020). Zigel (2016), suggested an intuitive and logical way to analyze customer experience by examining customers' flow through the system with the first layer related to physical and relational components in the service system (e.g., instructions). Several authors, such as Spillane (1991), classify customer experience into four parts: entertainment, education, escapism, and aesthetics. If this is done, there will be reduced costs and less rework and less human involvement in getting the job done. Initially, the company was updating parents and students to the airplane experience and making it better.

However, doing so is different in students' and parents' experiences, which, in all pesantren or schools, if the pesantren or school is global and especially if it is a regulated environment, which is very difficult to do. At that scale, turning a pesantren into a simple digital way of doing things for long is a time-consuming process. The key is managing the volume of all the different services, redesigning them, and improving them. The main factor is two things. Break it down into end-to-end ministries or episodes that are important for parents and students to organize, define, and label.

Have an agile team, it is not only software development but also the whole experience as it is responsible for the pesantren experience. Islam is responsive to human interactions, operating policies, and compliance laws. So it needs to be a cross-functional team that takes care of this on and on. It is a continuous improvement based on data and feedback from customers on what is working for parents-being able to set up their experience factory as such truly breaks through in terms of the ability to make changes in scale and speed in a way that allows them to win in a new world where product experience and time are of the essence. Parents experience online. E-commerce companies have recognized the need to focus on providing a great shopping experience. Can post a question about a ministry, and other parents who have experience with the service provided can answer that question. Likewise, parents can interact with teachers and students at the same time.

Materials and Methods

This qualitative research related to Islamic boarding schools aimed to understand the typical experience of the sexual interactions of users of boarding schools or boarding schools during the social distancing period in Indonesia. Because at this time, all Islamic boarding schools and public schools are still on holiday, all communication and learning interactions are directed in the form of a long-distance with the help of internet technology innovation with supporting efficient and productive social applications. So this study also follows the direction of the Covid-19 communication in collecting the required data. In line with that, this study has conducted literature reviews and conversations via application technologies such as social media, WhatsApp, and text messages. After data collection, the analysis process is carried out with a descriptive analysis approach and concluding so that the findings can answer the questions of this study or are valid and reliable. The online customer experience includes every point of contact (social media, websites, applications). The customer chooses to interact with several schools through various social networking platforms or online social networks, giving the impression that some Pondok pesantren do not yet exist. Able to serve its customers. It is a bad experience at a time when all businesses must adapt to changing ways of communication safely and productively.

Results and Discussion

Online interaction experiences

Online interaction and communication is a way of interaction action taken by several people to communicate with each other with the help of communication technology facilities to achieve goals. Bishop (2007), states that the number of technology users participating online has increased over time and the economy advances. This virtual interaction interacts with modern communities regarding technological connections between humans and computer

machines. So that now computers are no longer foreign tools in daily communication. [Puntoadi \(2011\)](#), also stated that long-distance or virtual interaction and communication is the right way to answer challenges where everyone is now a work-intensive state and has limitations indirect interaction in person, like interactions before modern technology existed. According to him, online communication also enhances the strengthening of the main cognitive function of the online user experience of communication, which is defined as "the extent to which a website provides useful and useful information to consumers, to the extent that it is useful for schools or organizations that serve virtual consumers."

This is a positive contribution from interactive communication using web pages to help inform users in every boarding school in Indonesia. [Santoso \(2009\)](#), argues that online communication is the same as the interesting of technology user interface communication. This is the time for many communication and interaction strategies between humans and quality and effective computer machines to become more productive in communicating. So a good interaction leads to delayed buying decisions involving mental, conscious thought processing and, usually, problem-solving. Informativeness combines the technical dimensions and importance of the customer experience and is usually impersonal, results-oriented, and objective. This fact-based aspect relates to the remaining knowledge after engaging with web pages, which can improve attitudes towards the website. [Pianta et al., \(2008\)](#), also said that the impacts of website interaction in a professional way can be developed through using various online virtual resources in many businesses including educational communication as the result of long distances between teacher and student interactions. However, this communication will remain well when it is done in the right manner.

The next finding is that many boarding schools are equaling the benefits of serving users with online communication that do not balance how they interact offline. Should they serve their users or customers online, they are increasingly trying to give the impression of socialization on their web pages that are proactive and communicative. The presence of social communication online should refer to warmth, sociality, and contact with the people given the web page. As [Robelia et al., \(2011\)](#) said, online communication and interaction should be like learning in a real environment, meaning that it is not rigid, so it seems unfriendly and uncomfortable. It was found during online interactions with several Islamic boarding schools, such as experiences in virtual social media friendship networks ([Schmid & Bar-Nir, 2001](#); [Susanto et al., 2016](#); [Liriwati et al., 2020](#)). It is an example of wrongly adopting social relationships that should not occur with a more professional and responsible behavior towards consumers or the school's environment. It is time for more studies on the proximity of education services to social and environmental interactions, which are increasingly productive in this all-technological era ([Christofides et al., 2009](#); [Aslan, 2019](#)). According to [Farahdiba \(2020\)](#), digital mobility and connectivity form a specific online communication field with service users. Consumers have many devices; they keep their smartphones and check frequently. Many brands and businesses are struggling to take advantage of the digital environment to meet their customers' expectations, especially for mobile communications efficiency. However, not many business drivers, such as the school services we studied have successfully used this tool for online interactive efficiency and productivity. Many of them also fail to integrate consumer service programs with mobile devices, social media, and e-commerce. Therefore, researchers and practitioners are eager to understand the factors that contribute to an unattractive online user experience. Online communication and consumer relationships with service providers in educational institutions such as pesantren have been required to change dramatically ([QOMARO, 2019](#); [Aslan, 2019](#); [Aslan et al., 2020](#); [Aslan & Hifza, 2019](#)). After meeting essential availability and support needs, users will have a great experience.

Therefore, this study aims to understand the development of theory-based online customer experience models by studying consumer behavior's relevant literature in an online context. Due to poor online customer experience, it cannot realize its potential, and a large amount of potential revenue is lost across all pesantren educational institutions. It is time for pesantren educational institutions with online services to be able and must "attract" customers or prospective students by providing an enjoyable online experience. Creating and maintaining online interactive channels that evoke positive emotions and provide engaging online experiences will help institutions gain a competitive advantage, especially in online services. To create a positive user experience, one can borrow design cues from the interactive that is, the dynamics of the pesantren influence parents and the aesthetics of making the experience fun and interesting.

Usability and fun should be a part of any user experience. Easy website/application positioning, ease of use, perceived usability, hedonism, and functional features, perceived enjoyment, personalization, social interaction, and multi-device compatibility are prerequisites for unified online customer experience. WOM's aggressive brand engagement and repeat purchases are the results of engaging in online customer experience. In today's online market, customers use their computers, tablets, and smartphones to interact with agency administrators during a pandemic, for example. They also use social networking sites to interact with paragraphs and other interests. This growing practice provides many research opportunities. The interaction channel user ecosystem

in rapid educational institutions is an area that has not been studied in depth.

As more devices, such as iPads and smartphones, are used to access the Internet, users will have to find out if these are devices, if any, and how they affect online customer service experience. Companies can explore how the best e-commerce companies (such as Amazon and Zappos) manage multi-device, multi-channel interactions with customers. The role of demographics and personal consumer innovation can be investigated as a potential host of online experiences. Smartphones, Tablets, and wearables work together seamlessly to provide data on consumer behavior, purchasing patterns, social patterns, exercise habits, and more. This has brought big data to consumer behavior. Other areas include attention to mobile security, commerce consoles, and social interaction design, intergenerational differences, and cultures in e-commerce. For example, Google's Zero CriticalMoment (ZMOT) model is one interesting concept that describes the revised decision process that unifies online customer experience.

According to the zero critical moment model, the critical moments when the customer makes a decision are no longer sequential; conversely, customers will face multiple informational stimuli at the same time to decide what to buy and where to buy (purchasing decisions or repeat purchases) and how to say and where to say (WOM or eWOM). Besides, this integrated online customer experience encourages customer interaction with the brand in the long run. For example, innovative digital channels and customer contact points such as social media and mobile devices allow brand marketers to expand their interactions with customers.

Conclusion

Institutions such as Islamic boarding schools whose main task is to serve the education and the community need to pay attention to the experience of online interactions with the community, especially during difficult times of pandemics and other crises where face-to-face interaction and communication cannot be carried out like it was before Covid-19. The current imperative to evaluate the ability to use digital by all parts of the activity, especially the public services, must be maintained so that those with interests in these services feel comfortable and happy. As leaders often use the built-in logic that if design elements exist in a digital boarding school foundation then interactive features must be used on the page so that it doesn't look stiff and difficult to move. Certain design elements can cause a negative public experience for each service, or certain needs will be inhibited and unproductive. (Van Deursen *et al.*, 2011).

Therefore, an important part of this process is also determining which elements should not be used. For example, the pesantren does not yet have certain service elements. In this case, it is recommended that pesantren understand and commit to allocating investment resources to produce new services that are valuable for design. For example, investing in high-quality images can benefit any product or brand, but text details and styles are best suited to language depending on the type of job (search focus and experience). All interactions create opportunities for pesantren to reach out to the public, which is the key to building long-term relationships and advancing pesantren institutions.

Cellular technology has increased the channels for users from all walks of life to communicate and interact with society and the internal boarding schools. With significant advances in cellular technology, people can now stay in touch with pesantren and other collaborating parties through various means of expanded interaction channels that have been integrated into the unified online interaction experience and are expected to have a positive impact on the customer decision-making process and relationship creation and long-term maintenance. On the other hand, the subscriber public has more channels to interact with and stay active with the people and institutions they trust. The online interaction community acts as a source of information for the customer and must be taken care of properly. In particular, WOM (Word of Mouth) users of pesantren services repeatedly and their participation are interrelated and influence each other.

References

- Aslan, A. (2018). Dinamika Pendidikan Islam di Zaman Penjajahan Belanda. *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)*, 6(1). <https://doi.org/10.21093/sy.v6i1.1024>
- Aslan, A. (2019). Hidden curriculum.
- Aslan, A. (2019). Kurikulum Pendidikan Masa Penjajahan Jepang Di Sambas. *Edukasia Islamika*, 171-188. <https://doi.org/10.28918/jei.v4i2.2295>
- Aslan, A. (2019). Peran Pola Asuh Orangtua di Era Digital. *Jurnal Studia Insania*, 7(1), 20-34. <https://dx.doi.org/10.18592/jsi.v7i1.2269>
- Aslan, A., & Hifza, H. (2019). Problems in The Thai Patani Malay Islamic Education. *Al-Ulum*, 19(2), 387-401.

- Aslan, A., Hifza, H., & Suhardi, M. (2020). DINAMIKA PENDIDIKAN ISLAM DI THAILAND PADA ABAD 19-20. *Nazhruna: Jurnal Pendidikan Islam*, 3(1), 38-54. <https://doi.org/10.31538/nzh.v3i1.476>
- Aslan, A., Suhari, S., Antoni, A., Mauludin, M. A., & MR, G. N. K. (2020). Dinamika Keagamaan Masyarakat Perbatasan Paloh Kabupaten Sambas, Kalimantan Barat. *Jurnal Antropologi: Isu-Isu Sosial Budaya*, 22(1), 90-101. <https://doi.org/10.25077/jantro.v22.n1.p90-101.2020>
- Bishop, J. (2007). Increasing participation in online communities: A framework for human-computer interaction. *Computers in human behavior*, 23(4), 1881-1893. <https://doi.org/10.1016/j.chb.2005.11.004>
- Christofides, E., Muise, A., & Desmarais, S. (2009). Information disclosure and control on Facebook: Are they two sides of the same coin or two different processes?. *Cyberpsychology & behavior*, 12(3), 341-345. <https://doi.org/10.1089/cpb.2008.0226>
- Farahdiba, D. (2020). Konsep dan Strategi Komunikasi Pemasaran: Perubahan Perilaku Konsumen Menuju Era Disrupsi. *Jurnal Ilmiah Komunikasi Makna*, 8(1), 22-38. <http://dx.doi.org/10.30659/jikm.v8i1.7992>
- Haningsih, A. K. (2012). Anteseden dan konsekuensi dari brand equity (studi kasus pada pengguna jasa maskapai Garuda Indonesia di Kota Solo).
- Holt, P. M., Holt, P. M., Lambton, A. K., & Lewis, B. (Eds.). (1977). *The Cambridge History of Islam: Volume 2B, Islamic Society and Civilisation* (Vol. 2). Cambridge University Press.
- Liriwati, F. Y., Zulhimma, Z., Mulyadi, M., & Nasrullah, N. (2020). Community based education development patterns in Nurul Iman Islamic Boarding School Jambi Province. *International research journal of management, IT and social sciences*, 7(4), 9-13. <https://doi.org/10.21744/irjmis.v7n4.937>
- Pianta, R. C., Mashburn, A. J., Downer, J. T., Hamre, B. K., & Justice, L. (2008). Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms. *Early childhood research quarterly*, 23(4), 431-451. <https://doi.org/10.1016/j.ecresq.2008.02.001>
- Puntoadi, D. (2011). *Menciptakan Penjualan via Social Media*. Elex Media Komputindo.
- Qomaro, G. W. (2019). Pesantren As Halal Tourism Co-Branding: Halal Industry For Sustainable Development Goals. *Maqdis: Jurnal Kajian Ekonomi Islam*, 4(1), 11-22. <http://dx.doi.org/10.15548/maqdis.v4i1.206>
- Robelia, B. A., Greenhow, C., & Burton, L. (2011). Environmental learning in online social networks: Adopting environmentally responsible behaviors. *Environmental Education Research*, 17(4), 553-575. <https://doi.org/10.1080/13504622.2011.565118>
- Santoso, I. (2009). *Interaksi Manusia dan Komputer Edisi 2*. Penerbit Andi.
- Schmid, H., & Bar-Nir, D. (2001). The relationship between organizational properties and service effectiveness in residential boarding schools. *Children and Youth Services Review*, 23(3), 243-271. [https://doi.org/10.1016/S0190-7409\(01\)00135-9](https://doi.org/10.1016/S0190-7409(01)00135-9)
- Spillane, J. J. (1991). *Ekonomi pariwisata: sejarah dan prosepaknya*. Kanisius.
- Suhardi, M., Mulyono, S., Aslan, A., Syakhrani, H. A. W., & Putra, P. (2020). Perubahan kurikulum lembaga pendidikan Islam di Sambas pada masa Kesultanan Sambas. *Ta'dibuna: Jurnal Pendidikan Islam*, 9(1), 034-048. <http://dx.doi.org/10.32832/tadibuna.v9i1.2715>
- Susanto, T., Sulistyorini, L., Wuryaningsih, E. W., & Bahtiar, S. (2016). School health promotion: a cross-sectional study on clean and healthy living program behavior (CHLB) among Islamic Boarding Schools in Indonesia. *International Journal of Nursing Sciences*, 3(3), 291-298. <https://doi.org/10.1016/j.ijnss.2016.08.007>
- Van Deursen, A. J., Van Dijk, J. A., & Peters, O. (2011). Rethinking Internet skills: The contribution of gender, age, education, Internet experience, and hours online to medium-and content-related Internet skills. *Poetics*, 39(2), 125-144. <https://doi.org/10.1016/j.poetic.2011.02.001>
- Zagel, C. (2016). Conceptual Foundations. In *Service Fascination* (pp. 15-88). Springer Gabler, Wiesbaden. https://doi.org/10.1007/978-3-658-11673-6_2