

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

MANAGING EDUCATIONAL PERSONNEL IN MADRASAH ALIYAH: A MANAGERIAL APPROACH TO IMPROVING EDUCATIONAL SERVICE QUALITY

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Abstract

Educational service quality has become an essential concern in the governance of Islamic educational institutions, particularly Madrasah Aliyah, where administrative and academic support services play a strategic role in sustaining effective teaching and learning processes. However, existing studies in Islamic education management have predominantly emphasized the roles of principals and teachers, while the managerial contribution of educational personnel has received limited scholarly attention. This study aims to analyze the management of educational personnel roles in Madrasah Aliyah and to develop a managerial model oriented toward improving educational service quality. Using a qualitative approach, data were collected through in-depth interviews, observations, and document analysis conducted in one state and one private Madrasah Aliyah in Kabupaten Sarolangun, Indonesia. The findings reveal several persistent managerial problems, including role ambiguity, overlapping responsibilities, weak coordination mechanisms, the absence of standardized service procedures, and non-systematic performance evaluation practices. These conditions result in reactive and inconsistent educational service delivery. Based on the synthesis of empirical findings, this study proposes a managerial model that integrates role structuring, job description formulation, institutional coordination mechanisms, SOP-based service standardization, service-indicator-based performance evaluation, and leadership supervision. The proposed model positions educational personnel as strategic actors within the educational service system and provides an empirically grounded framework for strengthening service consistency, accountability, and continuous improvement. This study contributes to the field of Islamic Education Management by offering a contextual managerial model that addresses an underexplored dimension of educational service quality in madrasahs.

INTRODUCTION

Educational service quality has become a critical concern in the governance of Islamic educational institutions, particularly Madrasah Aliyah, which function not only as instructional organizations but also as service-based institutions supporting diverse educational stakeholders. The effectiveness of teaching and learning processes in madrasahs is inseparable from the quality of administrative, academic, and managerial services provided by educational personnel. However, discussions on educational quality in Islamic education research have predominantly focused on principals and teachers, while the managerial role of educational personnel remains underexplored (Nurussalami, 2022; Elizah, 2025).

In the context of quality management, educational services are expected to be reliable, consistent, responsive, and accountable. Service quality theories emphasize that institutional performance is strongly influenced by internal service systems, including role clarity, coordination mechanisms, and standardized procedures (Parasuraman et al., 1988; Grönroos, 1984; Abdullah, 2006; Ali & Raza, 2021). When internal service processes are weak, fragmented, or reactive, the quality of educational outcomes is indirectly affected through administrative delays, inaccurate documentation, and inconsistent support for instructional activities (Owlia & Aspinwall, 1996; Abdullah, 2006).

Empirical studies indicate that role ambiguity among employees often leads to overlapping responsibilities, inefficiency, and inconsistent service performance (Rizzo et al., 1970; Tubre & Collins, 2000; Mukherjee & Malhotra, 2006; Khasawneh & Samawi, 2020). In educational institutions, unclear role arrangements weaken coordination across service units and reduce organizational reliability. Mukherjee and Malhotra (2006) demonstrate that role clarity is a significant determinant of employee-perceived service quality, particularly in service-oriented organizations. Similar findings are reported in recent studies showing that role clarity positively affects performance through job satisfaction and organizational commitment (Nurhanani & Anwar, 2024).

Within Islamic educational institutions, the issue of educational personnel management carries both managerial and ethical dimensions. Islamic education management emphasizes professionalism, accountability, and *amanah* (trustworthiness) as foundational principles guiding institutional governance (Rahmi, 2020; Siregar & Zulamri, 2022; Hassan & Sade, 2015; Wibowo & Saptono, 2022). Weak role structuring, informal coordination, and the absence of service standards not only reduce service quality but also undermine ethical responsibility in institutional service delivery. Quality assurance in madrasahs therefore requires the integration of modern management systems with Islamic values-based governance (Hassan & Sade, 2015; Zainal & Mat, 2019).

Several studies in the Indonesian madrasah context reveal persistent challenges in managing educational personnel, particularly in administrative service planning, coordination, and performance evaluation (Ningsih et al., 2024; Elizah, 2025; Mulyadi & Fauzi, 2021). Educational services are frequently implemented based on routine practices and immediate demands rather than systematic planning. Standard operating procedures (SOPs) are often unavailable or outdated, and performance evaluation mechanisms tend to be informal and non-service-oriented. As a result, service delivery becomes reactive, inconsistent, and heavily dependent on individual competence rather than institutional systems.

Despite the growing emphasis on total quality management in education (Deming, 1986; Sallis, 2014; Teeroovengadum et al., 2019), limited empirical attention has been given to developing managerial models that specifically address the role arrangement of educational personnel in Madrasah Aliyah. Existing studies largely describe administrative or leadership-related issues without offering integrated frameworks that connect role structuring, coordination mechanisms, service standardization, performance evaluation, and leadership supervision into a coherent educational service quality system. Consequently, educational personnel are often positioned merely as administrative executors rather than as strategic actors within institutional service management.

This study addresses this gap by shifting the analytical focus from instructional actors alone toward educational personnel as service system actors who play a decisive role in shaping institutional reliability, consistency, and service professionalism. By integrating human resource management principles, service quality frameworks, and Islamic education management values, this research develops an empirically grounded managerial model for structuring educational personnel roles oriented toward improving educational service quality in Madrasah Aliyah.

Accordingly, this study aims to analyze the management of educational personnel roles in Madrasah Aliyah and to formulate a managerial model that links role design, coordination mechanisms, SOP-based service standardization, service-indicator-based performance evaluation, and leadership supervision within an integrated quality assurance framework. The proposed model is expected to contribute both theoretically and practically to the field of Islamic Education Management by strengthening service consistency, accountability, and continuous improvement in madrasah educational services.

RESEARCH METHOD

Research Design

This study employed a qualitative research design with a managerial and descriptive-analytical orientation. The qualitative approach was selected to explore in depth the management of educational personnel roles and to understand how role arrangements influence educational service quality in Madrasah Aliyah. Qualitative inquiry is appropriate for examining complex organizational phenomena that involve institutional practices, interactions among actors, and contextual service dynamics that cannot be adequately captured through quantitative measurement alone (Creswell & Poth, 2018; Merriam & Tisdell, 2016).

The study was designed to generate an empirically grounded managerial model by systematically analyzing factual conditions, identifying managerial problems, and synthesizing institutional needs related to educational service management.

Research Setting

The research was conducted in two Madrasah Aliyah located in Sarolangun Regency, Jambi Province, Indonesia. To ensure analytical comparison and contextual variation, the study involved:

1. one state Madrasah Aliyah (MAN), and
2. one private Madrasah Aliyah (MAS),
both holding the same accreditation level (B).

The selection of one state and one private madrasah enabled the study to capture similarities and differences in educational personnel management practices across different governance structures while maintaining comparable institutional quality standards. To provide a clearer overview of the research sites and their institutional characteristics, the profile of the selected madrasahs is presented in Table 1.

Table 1.
Research Sites and Institutional Characteristics

No	Aspect	State Madrasah Aliyah (MAN)	Private Madrasah Aliyah (MAS)
1	Institutional Status	State	Private
2	Accreditation Level	B	B
3	Governing Authority	Ministry of Religious Affairs	Private Foundation
4	Administrative System	Formal and bureaucratic	Semi-formal and flexible
5	Number of Educational Personnel	Relatively higher	Limited
6	Service Management Characteristics	Procedure-oriented	Personalized and adaptive
7	Rationale for Selection	Represents state madrasah governance	Represents private madrasah governance
8	Relevance to Research Focus	High	High

Source: Processed from institutional documents and field observations.

Research Participants

Research participants were selected using purposive sampling based on their roles, responsibilities, and direct involvement in educational service management at Madrasah Aliyah. This approach was employed to ensure that the data obtained reflected diverse perspectives on educational personnel role management and educational service quality implementation.

The participants consisted of:

1. Madrasah principals, as institutional leaders and policy decision-makers;
2. Heads of administration, as coordinators of educational personnel and service implementation;
3. Educational personnel responsible for administrative and academic support services; and
4. Teachers, as internal users of educational services.

This composition allowed the study to obtain multiple perspectives on role arrangement, service implementation patterns, and service quality outcomes within the madrasah context. To provide a clearer overview of the categories, number, and roles of research participants, the distribution of informants involved in this study is presented in Table 2.

Table 2.
Research Participants and Their Roles

No.	Participant Category	Number	Role in the Study
1	Madrasah Principals	2	Institutional leaders and policy decision-makers
2	Heads of Administration	2	Coordinators of educational personnel and service implementation
3	Educational Personnel	4–6	Providers of administrative and academic support services
4	Teachers	4	Internal users of educational services
Total		12–14	

Source: Processed from field research data.

Data Collection Techniques

Data were collected using multiple qualitative techniques to ensure depth and credibility of findings:

1. **In-depth interviews**, conducted to explore participants' experiences, perceptions, and evaluations regarding role arrangement, coordination mechanisms, and educational service quality;
2. **Non-participant observation**, used to examine daily service practices, interaction patterns, and workflow implementation of educational personnel in natural settings; and
3. **Document analysis**, involving institutional documents such as organizational structures, job descriptions, service guidelines, performance records, and standard operating procedures (SOPs), where available.

The combination of these techniques enabled data triangulation and supported comprehensive understanding of managerial practices (Sugiyono, 2022).

Data Analysis Technique

Data analysis was carried out using thematic qualitative analysis. The analytical process followed several interrelated stages: data reduction, data coding, theme categorization, and interpretation (Miles et al., 2014). Analysis was conducted iteratively throughout data collection, allowing emerging themes to be continuously refined and validated.

Thematic findings were then synthesized to identify managerial patterns, structural problems, and priority needs. Based on this synthesis, a proposed managerial model for structuring educational personnel roles oriented toward improving educational service quality was formulated.

Trustworthiness of the Study

To ensure the trustworthiness of the data, this study applied several credibility strategies, including source triangulation, technique triangulation, and member checking. Triangulation was conducted by comparing data obtained from different participants, methods, and institutional documents. Member checking was performed by confirming preliminary findings and model interpretations with key informants to ensure alignment with actual field conditions.

These strategies were employed to enhance the credibility, dependability, and confirmability of the research findings (Lincoln & Guba, 1985; Sugiyono, 2022).

RESEARCH RESULTS AND DISCUSSION

Research Results

This section presents the empirical findings of the study regarding the management of educational personnel in Madrasah Aliyah, focusing on role arrangement, service implementation patterns, managerial problems, identified needs, and the formulation of a proposed managerial model. The findings are derived from interviews, observations, and document analysis conducted in one state and one private Madrasah Aliyah in Sarolangun Regency.

To provide an overview of the main empirical findings and to guide the subsequent thematic discussion, a summary of key research findings is presented in Table 3.

Table 3.

Summary of Empirical Research Findings on Educational Personnel Management

Aspect of Management	Empirical Findings	Implications for Educational Service Quality
Role Arrangement	Roles are not formally structured; task overlap is common	Inconsistent and fragmented service delivery
Service Implementation	Services are reactive and demand-driven	Low service reliability and predictability
Coordination Mechanisms	Coordination is informal and undocumented	Delays and weak inter-unit collaboration
Service Procedures	SOPs are absent or outdated	Lack of service standardization
Performance Evaluation	Evaluation is informal and non-indicator-based	Service improvement is not measurable
Professional Development	Capacity-building is not systematically planned	Dependence on individual competence

Source: Processed from interviews, observations, and document analysis.

1. Existing Conditions of Educational Personnel Management

The findings indicate that the management of educational personnel in Madrasah Aliyah has not yet been systematically oriented toward improving educational service quality. Although both madrasahs possess formal organizational structures, these structures function primarily as administrative requirements rather than as operational tools for service management.

Educational personnel roles are generally defined in broad and generic terms. Job descriptions are either incomplete, outdated, or not formally documented, resulting in unclear boundaries between administrative duties and academic support functions. As a

result, educational personnel frequently perform multiple tasks simultaneously without clear prioritization or specialization.

Observational data show that role allocation is largely influenced by habitual practices and immediate institutional demands rather than by structured managerial planning. This condition leads to unequal workload distribution, where certain personnel experience excessive task accumulation while others perform limited service functions.

2. Patterns of Educational Service Implementation

Educational services provided by educational personnel mainly focus on routine administrative functions, including student administration, academic documentation, correspondence management, scheduling assistance, and institutional data processing. These services play a critical role in supporting the continuity of teaching and learning activities.

However, service implementation tends to be reactive rather than planned. Service activities are initiated in response to immediate requests from teachers, students, or madrasah leadership, rather than being guided by predetermined service workflows. Consequently, service delivery patterns frequently change based on daily priorities.

Communication between service providers and service users is predominantly informal. Service requests are often conveyed verbally or through informal digital communication without standardized documentation. While this approach enables flexibility, it also creates variability in response time, service accuracy, and service accountability.

3. Coordination Practices among Educational Personnel

The study found that coordination among educational personnel and between service units remains weak and unstructured. Coordination is mostly incidental and relies heavily on personal relationships rather than institutional mechanisms. Regular coordination meetings, written reports, and documented service evaluations are largely absent.

As a result, service units tend to operate independently, leading to fragmented workflows and duplication of tasks. Delays in one unit frequently affect the performance of other units, indicating the absence of integrated service management across administrative functions.

4. Problems in Educational Personnel Role Arrangement

Several key managerial problems were identified. First, role ambiguity causes overlapping responsibilities and inefficiencies in service delivery. Second, weak coordination mechanisms hinder effective information flow and collective problem-solving.

Third, there is no formal performance evaluation system specifically designed to assess educational personnel based on service quality indicators. Performance assessment, when conducted, is informal and subjective. Fourth, professional development opportunities for educational personnel are limited and not systematically linked to service improvement objectives.

These problems collectively contribute to inconsistent service quality and weaken institutional capacity to implement sustainable quality assurance mechanisms.

5. Identified Needs for Improving Educational Service Quality

Based on empirical findings, several priority needs were identified. These include the establishment of clear role structures, the development and regular updating of job

descriptions, the formulation of standardized service procedures, and the institutionalization of formal coordination mechanisms.

Informants also emphasized the importance of service-based performance evaluation systems and continuous capacity-building programs for educational personnel. Strong leadership support was identified as a critical factor in ensuring supervision, alignment, and consistency in service management practices.

6. Formulation of a Proposed Managerial Model

Drawing from the synthesis of empirical findings, this study formulates a managerial model for structuring educational personnel roles oriented toward improving educational service quality in Madrasah Aliyah. The model integrates role structuring, job description formulation, coordination mechanisms, SOP-based service standardization, service-indicator-based performance evaluation, and leadership supervision.

This model reflects actual institutional conditions and addresses the practical challenges encountered in daily service implementation. It serves as an empirically grounded framework that can be adapted to the managerial context of Madrasah Aliyah and forms the basis for further discussion and theoretical interpretation.

To provide a clear visual representation of the proposed managerial framework, the model of educational personnel role arrangement developed in this study is presented in Figure.

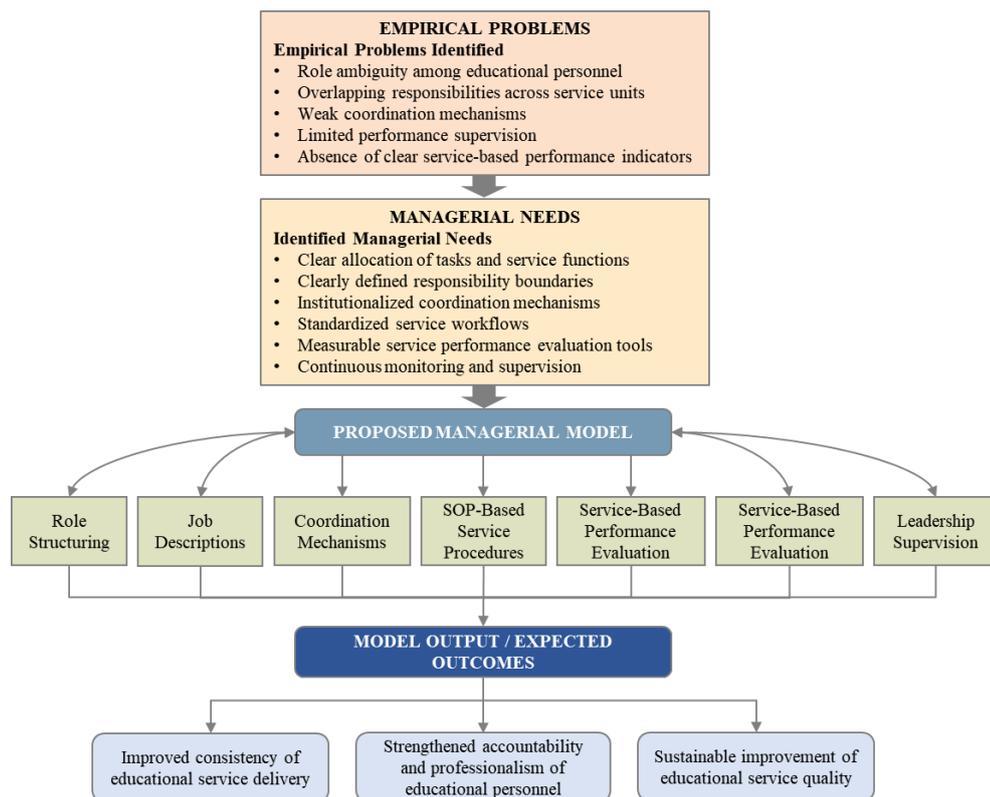


Figure. Proposed Managerial Model of Educational Personnel Role Arrangement for Improving Educational Service Quality in Madrasah Aliyah

Source: Developed from empirical findings of this study

To clarify the logical linkage between the empirical problems identified, the corresponding managerial needs, and the components of the proposed managerial model, a synthesized overview is presented in Table 4.

Table 4.
Synthesis of Empirical Problems, Managerial Needs, and Components of the Proposed Model

Identified Problems	Managerial Needs	Components of the Proposed Model
Unclear role distribution and task overlap	Clear allocation of roles based on service functions	Role Structuring
Absence or outdated job descriptions	Written and regularly updated job descriptions	Job Description Formulation
Weak and informal coordination mechanisms	Formal and institutionalized coordination procedures	Coordination Mechanisms
Lack of standardized service procedures	SOP-based service workflows	Service Standardization (SOPs)
Non-indicator-based performance evaluation	Service-indicator-based evaluation system	Performance Evaluation
Limited supervision and guidance	Continuous leadership support and supervision	Leadership Support

Source: Processed from empirical research findings.

Discussion

1. Role Ambiguity as a Structural Source of Service Inefficiency

The findings reveal that unclear role arrangements among educational personnel constitute a fundamental structural problem affecting educational service quality in Madrasah Aliyah. Role ambiguity, reflected in overlapping duties and undefined responsibility boundaries, causes inefficiencies and inconsistencies in service delivery. This condition aligns with organizational role theory, which emphasizes that unclear role expectations weaken coordination and reduce service reliability (Rizzo et al., 1970; Mukherjee & Malhotra, 2006).

From a human resource management perspective, role clarity is a prerequisite for effective service performance. When educational personnel rely on habitual practices rather than formalized job descriptions, service implementation becomes dependent on individual discretion rather than institutional systems. This study reinforces previous findings that role ambiguity negatively influences service quality by increasing task duplication and reducing accountability (Nurhanani & Anwar, 2024; Armstrong & Taylor, 2020).

In the context of educational institutions, such inefficiencies directly affect the continuity of teaching and learning processes, as administrative and academic support services form the backbone of instructional activities.

2. Reactive Service Implementation and the Absence of Standardization

The predominance of reactive service patterns indicates the absence of a structured service management system supported by standard operating procedures (SOPs). Without standardized workflows, service delivery varies across personnel and units, leading to inconsistent response times and service accuracy. This finding corroborates service quality theory, which asserts that process variability inevitably leads to outcome variability (Parasuraman et al., 1988; Grönroos, 1984).

While informal communication allows short-term flexibility, the lack of documented service procedures weakens institutional memory and limits continuous improvement. Quality management literature emphasizes that documented processes are essential for sustaining service consistency and enabling systematic evaluation (Sallis, 2014; Deming, 1986). Therefore, the absence of SOPs in Madrasah Aliyah represents not merely a technical gap, but a managerial weakness that undermines long-term educational

service quality assurance as a foundation for service consistency and continuous improvement (Sallis, 2014; Juran & Godfrey, 1999; Deming, 1986).

3. Weak Coordination as a Managerial Governance Issue

This study identifies weak coordination as a recurring managerial issue in educational service management. Coordination among service units is incidental and person-dependent rather than system-based. Such fragmentation reflects insufficient managerial integration rather than individual shortcomings.

Educational leadership studies highlight that effective coordination requires institutionalized mechanisms such as scheduled meetings, role-based reporting systems, and documented decision-making processes (Bush, 2007; Hallinger & Heck, 2010). In Islamic education institutions, coordination also carries normative significance, as collective responsibility and transparency are integral to ethical governance (Rahmi, 2020; Siregar & Zulamri, 2022).

The findings suggest that without formal coordination structures, service disruptions in one unit easily cascade into broader institutional inefficiencies, ultimately affecting stakeholders' perceptions of educational quality.

4. Performance Evaluation as the Missing Link in Service Quality Assurance

The absence of service-based performance evaluation systems represents a critical gap in educational service quality assurance. Performance assessment practices that are informal and non-indicator-based limit the institution's ability to monitor, control, and improve service quality systematically.

Quality assurance and performance management frameworks emphasize that evaluation must be linked to measurable performance indicators to ensure accountability and continuous improvement (Zainal & Mat, 2019; Salleh et al., 2016; Aguinis, 2019; DeNisi & Smith, 2014). Indicators such as timeliness, accuracy, responsiveness, and service consistency provide concrete benchmarks for evaluating educational personnel performance and clarifying role expectations (Mukherjee & Malhotra, 2006).

This study demonstrates that without such indicators, managerial efforts remain reactive and unsustainable, reinforcing the need for a service-oriented evaluation framework that integrates performance measurement with institutional quality assurance systems in Madrasah Aliyah.

5. Integrating Islamic Values into Educational Service Management

A distinctive contribution of this study lies in contextualizing educational personnel management within the framework of Islamic education management. Educational service quality in madrasahs is inseparable from Islamic ethical principles such as *amanah* (trustworthiness), accountability, and professionalism.

Role ambiguity, weak coordination, and procedural inconsistency undermine these values by reducing transparency and weakening institutional responsibility. Previous studies emphasize that quality assurance in Islamic educational institutions requires the integration of managerial systems and ethical governance (Hassan & Sade, 2015; Nurussalami, 2022).

Thus, clarifying roles, standardizing procedures, and implementing systematic evaluation should be understood not merely as managerial reforms, but as efforts to strengthen value-based professionalism in madrasah governance.

6. The Proposed Model as a Response to the Empirical Gap

The proposed managerial model offers a structured response to the empirical problems identified in this study. By integrating role structuring, job descriptions,

coordination mechanisms, SOP-based standardization, service-indicator-based evaluation, and leadership supervision, the model operationalizes educational service quality improvement within a coherent and systematic framework. This integrated approach aligns with contemporary perspectives on educational service management that emphasize organizational systems rather than isolated managerial actions (Oplatka & Hemsley-Brown, 2020; Hallinger, 2018).

This model addresses a critical gap in Islamic education management literature, which has largely focused on principals and teachers while marginalizing the strategic role of educational personnel (Elizah, 2025; Nurussalami, 2022). By repositioning educational personnel as central actors within the educational service management system, this study extends existing perspectives on educational quality management and contributes an empirically grounded model that strengthens service consistency, accountability, and continuous improvement in Madrasah Aliyah.

7. Theoretical and Practical Implications

Theoretically, this study reinforces the relevance of role clarity and service standardization as determinants of service quality within educational organizations. It also strengthens the applicability of service quality frameworks in Islamic educational contexts.

Practically, the findings provide clear guidance for Madrasah Aliyah management to redesign educational personnel roles as part of an integrated quality assurance strategy. The proposed model offers a practical roadmap for improving service consistency, accountability, and sustainability.

CONCLUSION

This study concludes that the management of educational personnel roles in Madrasah Aliyah has not yet been organized systematically to support the improvement of educational service quality. Empirical findings reveal persistent issues, including role ambiguity, overlapping responsibilities, weak coordination mechanisms, the absence of standardized service procedures, and non-indicator-based performance evaluation. These conditions cause educational services to be delivered reactively, inconsistently, and highly dependent on individual initiative rather than institutional systems.

The findings further demonstrate that educational service quality in Madrasah Aliyah is closely linked to the clarity of role structuring, the effectiveness of coordination systems, the availability of SOP-based service workflows, and the implementation of service-indicator-based performance evaluation. The absence of these managerial components weakens institutional accountability and limits the sustainability of quality assurance efforts within madrasah service management.

In response to these empirical conditions, this study proposes a managerial model for structuring educational personnel roles oriented toward improving educational service quality. The proposed model integrates role structuring, updated job descriptions, formal coordination mechanisms, SOP-based service standardization, service-indicator-based performance evaluation, and continuous leadership supervision into a coherent educational service management system. By repositioning educational personnel as strategic actors rather than merely administrative support staff, the model contributes to the field of Islamic Education Management by offering an empirically grounded framework that strengthens service consistency, accountability, and continuous improvement in Madrasah Aliyah.

SUGGESTIONS/RECOMMENDATIONS

Based on the findings and the proposed managerial model, several recommendations are offered for improving educational service quality in Madrasah Aliyah through more systematic management of educational personnel.

First, Madrasah Aliyah management is strongly encouraged to formalize the structuring of educational personnel roles by mapping core educational service functions and assigning personnel based on clearly defined responsibilities. This role mapping should be institutionalized through written organizational documents to reduce role ambiguity and task overlap across service units.

Second, madrasah leaders should regularly update and standardize job descriptions for educational personnel to reflect actual service functions, coordination responsibilities, and service quality expectations. Clear job descriptions are essential to strengthen accountability and ensure alignment between individual tasks and institutional service objectives.

Third, Madrasah Aliyah should develop and implement SOP-based service workflows for key educational services, including academic administration, student services, and inter-unit coordination. SOPs need to be documented, disseminated, and periodically evaluated to ensure service consistency, institutional memory, and continuous improvement.

Fourth, educational service management should be supported by the implementation of service-indicator-based performance evaluation systems. Madrasahs are recommended to adopt measurable service indicators such as timeliness, accuracy, responsiveness, and service consistency to enable systematic monitoring, evaluation, and improvement of educational personnel performance.

Fifth, leadership supervision plays a critical role in ensuring the sustainability of service quality improvement. Therefore, madrasah principals and leadership teams are advised to strengthen supervisory practices through regular monitoring, feedback mechanisms, and coordination forums that align educational personnel performance with institutional quality assurance targets.

From a policy perspective, stakeholders at the Ministry of Religious Affairs and madrasah supervisory bodies are encouraged to integrate educational personnel management explicitly into madrasah quality assurance frameworks. Policy guidelines should not only focus on teachers and principals but also recognize educational personnel as strategic contributors to educational service quality.

Finally, future research is recommended to test and refine the proposed model in a wider range of madrasah contexts, including different accreditation levels and regional settings. Quantitative or mixed-method studies may also be conducted to examine the relationship between role clarity, service-based performance evaluation, and educational service quality outcomes more comprehensively

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