

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

DEVELOPING A MODEL FOR STRUCTURING EDUCATIONAL PERSONNEL ROLES IN MADRASAH ALIYAH TO IMPROVE EDUCATIONAL SERVICE QUALITY

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Abstract

The quality of educational services is a key indicator of effective management in Islamic educational institutions, including Madrasah Aliyah. While previous studies have largely emphasized the roles of principals and teachers, limited attention has been given to educational personnel as strategic actors within the educational service quality system. This study aims to develop a managerial model for structuring the roles of educational personnel in Madrasah Aliyah oriented toward improving educational service quality. Employing a qualitative research approach, data were collected through in-depth interviews, non-participant observation, and documentation studies involving madrasah principals, heads of administration, educational personnel, and teachers. The data were analyzed using thematic qualitative analysis. The findings reveal that educational personnel role arrangements remain predominantly administrative and are characterized by role ambiguity, overlapping responsibilities, weak coordination mechanisms, and the absence of standardized service procedures and service-based performance evaluation. These conditions result in inconsistent and reactive educational service delivery. Based on empirical findings, this study proposes a managerial model that integrates clear role structuring, updated job descriptions, standardized service procedures, institutionalized coordination mechanisms, service-indicator-based performance evaluation, and continuous leadership supervision. This study contributes to the field of Islamic Education Management by repositioning educational personnel as strategic actors in educational service quality assurance and by strengthening the linkage between managerial systems, service quality improvement, and value-based professionalism in madrasah governance.

INTRODUCTION

The quality of educational services is a crucial indicator for assessing the effectiveness of educational institution management, including madrasahs. Educational services are not solely shaped by classroom learning processes but are also strongly determined by the reliability of administrative and academic support services that sustain daily educational operations. In service-based organizations, service quality is reflected through accuracy, clarity, consistency, and reliability of service delivery (Parasuraman et al., 1988; Owlia & Aspinwall, 1996). Studies on service quality further emphasize that users' perceptions are shaped by the consistency of service processes and outcomes, which directly influence satisfaction and trust in institutions (Grönroos, 1984; Cronin & Taylor, 1992). In Islamic educational institutions, these service dimensions become increasingly strategic because service reliability is closely tied to the continuity and effectiveness of institutional educational processes (Mukherjee & Malhotra, 2006).

Within Islamic education management, the quality of educational services is closely linked to the principles of *amanah* (trustworthiness), professionalism, and institutional responsibility. Madrasahs are required not only to achieve academic and religious excellence but also to deliver orderly, transparent, and accountable services as part of an integrated quality assurance ecosystem. Quality assurance in Islamic education emphasizes the alignment between managerial systems, ethical values, and institutional accountability (Rahmi, 2020; Siregar & Zulamri, 2022; Zainal & Mat, 2019). In this sense, quality assurance functions not merely as a technical control mechanism but also as a governance framework that strengthens institutional credibility and stakeholder confidence (Harvey & Green, 1993).

One of the key determinants of educational service management is educational personnel (*tenaga kependidikan*). Educational personnel play strategic roles in providing administrative services, academic support, and operational management within madrasahs. The effectiveness of educational services is largely determined by how these roles are designed, organized, and implemented systematically in accordance with specific functions and responsibilities (Nurussalami, 2022; Elizah, 2025). From a human resource management perspective, well-structured role allocation supports service continuity, strengthens coordination, and improves institutional effectiveness (Armstrong & Taylor, 2020). Empirical studies in organizational behavior consistently show that role clarity reduces uncertainty, minimizes errors, and enhances coordination in service organizations (Rizzo et al., 1970; Tubre & Collins, 2000).

However, educational management studies have predominantly focused on teachers and madrasah principals, while educational personnel are often positioned merely as administrative executors. In practice, the quality of administrative services and operational support managed by educational personnel significantly influences the smooth functioning of educational processes and stakeholders' perceptions of institutional service quality (Mukherjee & Malhotra, 2006; Nurhanani & Anwar, 2024). Educational service quality, therefore, is not only shaped by instructional processes but also by the reliability of administrative and academic support systems operating behind the scenes (Yusof & Jamaludin, 2018). This perspective aligns with service management studies in education that emphasize the importance of non-instructional service systems in shaping institutional quality (Abdullah, 2006).

Common problems in managing educational personnel in madrasahs include unclear task distribution, overlapping roles, weak inter-unit coordination, and limited integration between educational personnel roles and service quality systems. These conditions indicate a gap between human resource management policies and operational managerial practices in madrasahs (Nurussalami, 2022; Ningsih et al., 2024). Organizational research demonstrates that role ambiguity and role conflict often emerge when task boundaries and performance expectations are not clearly defined, leading to inconsistent service delivery and reduced organizational effectiveness (Kahn et al., 1964; Rizzo et al., 1970).

From a human resource management perspective, role design and role clarity enable individuals to understand work expectations, enhance coordination, and reduce service errors that may degrade service quality (Mukherjee & Malhotra, 2006; Nurhanani & Anwar, 2024). In educational institutions, unclear role boundaries frequently result in fragmented implementation, inefficiencies, and response-time variability that directly affects service users (Owlia & Aspinwall, 1996). Quality management literature further emphasizes that continuous improvement requires documented procedures, standardized service workflows, and systematic performance monitoring aligned with service indicators (Deming, 1986; Juran & Godfrey, 1999). Accordingly, educational service quality

improvement necessitates a systematic managerial approach rather than reliance on individual initiatives (Rahmi, 2020; Siregar & Zulamri, 2022; Sallis, 2014).

Nevertheless, studies that specifically develop a model for structuring the roles of educational personnel in the context of Madrasah Aliyah remain limited. Much of the existing research emphasizes principal leadership and teacher performance, leaving educational personnel underexamined as integral actors within educational service quality systems (Nurussalami, 2022; Elizah, 2025). This limitation indicates that educational personnel have not yet been fully positioned as strategic contributors to institutional service management. Therefore, there is a clear need for a managerial model that not only explains task allocation structurally but also integrates educational personnel roles with service mechanisms and measurable service quality indicators (Ningsih et al., 2024).

Based on this background, this study aims to develop a model for structuring the roles of educational personnel in Madrasah Aliyah oriented toward improving educational service quality. This research examines factual conditions and managerial problems in educational personnel management and formulates an applicable and contextual model aligned with the characteristics of madrasahs (Nurussalami, 2022; Rahmi, 2020). Specifically, the article presents (a) an analysis of existing role arrangement conditions, (b) identified problems and service needs, and (c) a proposed role arrangement model grounded in empirical findings and theoretical insights.

RESEARCH METHOD

Research Design

This study employed a qualitative research approach aimed at developing a managerial model for structuring the roles of educational personnel in Madrasah Aliyah. The qualitative approach was selected to capture in-depth insights into management practices, existing problems, and contextual needs related to role arrangement and educational service quality. Qualitative inquiry is particularly appropriate for examining complex managerial and organizational phenomena, as it enables the exploration of meanings, interactions, and institutional practices that cannot be sufficiently captured through quantitative measurement alone (Creswell & Poth, 2018; Merriam & Tisdell, 2016; Sugiyono, 2022).

In this study, qualitative design allowed the researcher to interpret how educational personnel roles are constructed, implemented, and experienced within madrasah service systems, thereby providing a solid empirical foundation for developing a contextual managerial model.

Research Object and Setting

The object of this research was the arrangement of educational personnel roles in the delivery of educational services at Madrasah Aliyah. The study focused on task distribution mechanisms, coordination patterns among service units, and the implementation of educational personnel roles in supporting educational service quality. The research setting was selected from Madrasah Aliyah institutions that already possess formal administrative structures and ongoing educational service processes. This selection enabled a comprehensive examination of managerial practices, service workflows, and institutional dynamics relevant to educational service delivery (Nurussalami, 2022). Such settings are considered suitable for qualitative investigation because they provide rich organizational contexts in which managerial phenomena can be observed and analyzed in depth.

Research Participants

Research participants were selected using purposive sampling, based on their involvement, roles, and relevance to educational service management (Creswell & Poth, 2018). The participants consisted of:

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

This composition of participants enabled the study to capture multiple perspectives on role arrangement, coordination practices, and service implementation processes, thereby strengthening the analytical depth and credibility of the findings.

Data Collection Techniques

Data were collected using three complementary techniques. First, in-depth interviews were conducted to explore participants' experiences, perceptions, and evaluations regarding educational personnel role arrangement and educational service quality. Second, non-participant observation was employed to directly observe service implementation practices, interaction patterns, and work routines of educational personnel in their natural settings. Third, documentation analysis was carried out by examining institutional documents such as organizational structures, job descriptions, service guidelines, and standard operating procedures (SOPs) related to educational services (Sugiyono, 2022).

The combination of these techniques enabled methodological triangulation, allowing data to be cross-validated and enhancing the richness and reliability of the qualitative evidence (Denzin, 2012).

Data Analysis Technique

Data analysis was conducted using thematic qualitative analysis. The analytical process involved several interrelated stages, including data reduction, data coding, theme development, and interpretation of meanings (Miles et al., 2014). Analysis was performed iteratively and continuously throughout the data collection process, allowing emerging themes to be refined, compared, and validated.

The identified themes served as the empirical basis for constructing a managerial model of educational personnel role arrangement oriented toward improving educational service quality in Madrasah Aliyah.

Data Trustworthiness

To ensure the trustworthiness of the data, this study applied source triangulation and technique triangulation, as well as member checking. Member checking was conducted by confirming preliminary findings and the proposed model with key informants to ensure that interpretations accurately reflected field realities. 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

1. Factual Conditions of Educational Personnel Role Arrangement in Madrasah Aliyah

The findings indicate that the arrangement of educational personnel roles in Madrasah Aliyah remains predominantly administrative in orientation and has not yet been systematically managed based on service functions. Although a formal organizational structure is formally established, role allocation within this structure does not adequately reflect functional specialization aligned with educational service needs. Educational personnel are frequently required to perform multiple tasks simultaneously, encompassing administrative duties, academic support functions, and operational activities, without clearly defined role boundaries.

Field data further reveal that task distribution among educational personnel is largely shaped by habitual practices and immediate operational demands rather than by structured managerial planning. Written job descriptions are often unavailable, incomplete, or outdated, resulting in persistent role ambiguity and task overlap. Consequently, certain service functions experience excessive workloads, while other functions receive limited attention, leading to imbalanced and uneven service delivery across administrative units.

Coordination mechanisms between educational personnel and madrasah leadership are predominantly informal in nature. Coordination activities are commonly conducted through verbal communication or ad hoc instructions without scheduled meetings, formal reporting systems, or documented coordination outcomes. As a result, educational service implementation relies heavily on individual initiative, personal interpretation, and situational judgment rather than on standardized institutional procedures.

In addition, standardized service guidelines in the form of written standard operating procedures (SOPs) are largely absent. Educational services are generally delivered based on personal experience, informal routines, and individual work habits. This condition produces variations in service quality, response time, and service accuracy among different units and personnel. Overall, these factual conditions indicate that the role arrangement of educational personnel in Madrasah Aliyah has not yet been strategically oriented toward improving educational service quality, but instead operates within a reactive and routine-based administrative framework.

To summarize these empirical findings and provide a clearer overview of the existing conditions, the key aspects of educational personnel role arrangement in Madrasah Aliyah are presented in Table 1.

Table 1.

Factual Conditions of Educational Personnel Role Arrangement in Madrasah Aliyah

No.	Aspect	Empirical Findings
1	Role clarity	Job descriptions are unclear, outdated, or unavailable
2	Task distribution	Overlapping administrative and academic support roles
3	Coordination mechanism	Informal, incidental, undocumented
4	Service procedures	Absence of written SOPs
5	Service orientation	Reactive, demand-driven, non-systematic

Source: Field data analysis

2. Patterns of Educational Service Implementation by Educational Personnel

Educational services implemented by educational personnel are predominantly oriented toward routine administrative activities. These services include student administration, academic documentation management, correspondence handling, scheduling support, and institutional data management. Such activities function as essential

operational support that enables the continuity of teaching and learning processes within Madrasah Aliyah.

However, empirical findings indicate that the implementation of educational services tends to be reactive rather than planned. Service activities are largely initiated in response to immediate requests from teachers, students, or madrasah leadership, rather than being guided by predefined service plans or structured workflows. As a result, service priorities frequently change from day to day, which reduces service consistency and limits operational efficiency.

Interactions between educational personnel and service users are generally informal. Service requests are commonly communicated verbally or through informal communication channels without standardized procedures, written requests, or systematic documentation. While this informal pattern allows for flexibility and rapid responses, it also produces variability in service delivery processes, response times, and service outcomes.

3. Problems in the Role Arrangement of Educational Personnel

The study identifies several key problems related to the arrangement of educational personnel roles in Madrasah Aliyah. First, unclear task distribution results in overlapping responsibilities and inefficiencies in educational service delivery. Educational personnel often perform similar tasks across different units, while certain service functions remain under-addressed, leading to ineffective workload allocation and service delays.

Second, weak coordination mechanisms hinder effective information flow and limit collaborative problem-solving among service units. Coordination activities are largely incidental and informal, lacking structured communication channels, routine coordination forums, or documented follow-up actions. This condition reduces inter-unit synergy and weakens collective responsibility in managing educational services.

Third, the absence of formal performance evaluation mechanisms prevents systematic monitoring and assessment of educational personnel performance. Performance appraisal is conducted informally, without clear benchmarks or service-oriented indicators. Consequently, service performance is difficult to measure, compare, or improve in a systematic manner, and feedback for service improvement remains limited.

4. Identified Needs for Improving Educational Service Quality

Based on the research findings, several priority needs were identified as essential for improving educational service quality in Madrasah Aliyah. First, there is a strong need to establish clear and functional role structures for educational personnel that align task assignments with specific service functions. The absence of such role clarity has contributed to overlapping responsibilities and inconsistent service delivery.

Second, the development and regular updating of written job descriptions emerged as a critical need. Informants emphasized that clearly documented job descriptions are necessary to define responsibility boundaries, guide daily work practices, and support accountability in educational service implementation.

Third, the formulation of standardized service procedures in the form of written standard operating procedures (SOPs) was identified as a priority need. SOPs are required to regulate service workflows, response mechanisms, and coordination processes, thereby reducing variability in service delivery and improving service consistency across units.

Overall, the findings indicate that strong leadership support is required to ensure consistent supervision, guidance, and alignment between educational personnel roles and the broader institutional quality assurance framework. These identified needs form the empirical foundation for the development of a managerial model aimed at strengthening educational service quality in Madrasah Aliyah.

Tabel 2.
Identified Problems and Improvement Needs

Identified Problems	Implications	Identified Needs
Role ambiguity	Inconsistent service delivery	Clear role structuring
Weak coordination	Service delays, duplication	Institutionalized coordination
No performance evaluation	Weak quality assurance	Service-based evaluation indicators
Limited capacity building	Low service adaptability	Continuous professional development

Source: Field data analysis

5. Proposed Model of Educational Personnel Role Arrangement

Based on the empirical findings, this study proposes a model for structuring the roles of educational personnel oriented toward improving educational service quality in Madrasah Aliyah. The model was developed by synthesizing identified problems and priority needs revealed through interviews, observations, and document analysis. It reflects practical conditions and service challenges encountered by educational personnel in daily service implementation.

The proposed model consists of several interconnected components. First, role structuring is positioned as the foundational element, emphasizing clear allocation of tasks based on specific service functions. Second, the formulation and regular updating of job descriptions are included to clarify responsibility boundaries and reduce role overlap. Third, formal coordination mechanisms are incorporated to strengthen information flow, inter-unit collaboration, and collective responsibility in service management.

Fourth, the model integrates standardized service procedures in the form of written standard operating procedures (SOPs) to regulate service workflows, response mechanisms, and coordination processes. Fifth, service-based performance evaluation is included to enable systematic monitoring of educational personnel performance using measurable service indicators. Finally, leadership support is positioned as a reinforcing component that ensures supervision, guidance, and alignment between educational personnel roles and institutional quality assurance objectives.

To provide a clearer visualization of the proposed managerial framework and its interrelated components, the model of educational personnel role arrangement for improving educational service quality in Madrasah Aliyah is presented in Figure 1.

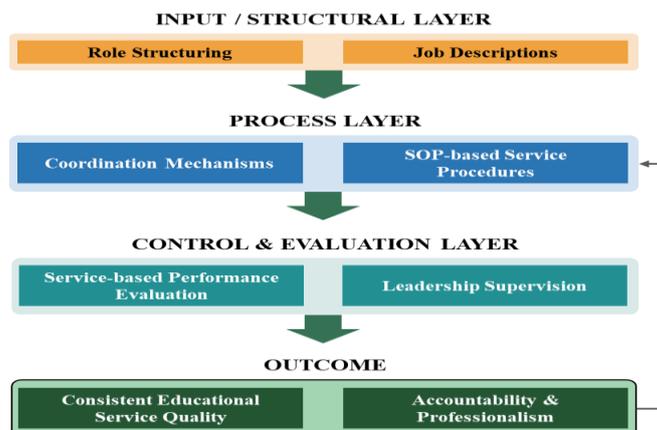


Figure 1.
A Model of Educational Personnel Role Arrangement for Improving Educational Service Quality in Madrasah Aliyah

DISCUSSION

1. Role Ambiguity as a Structural Root of Service Inconsistency

The findings of this study demonstrate that educational personnel in Madrasah Aliyah frequently perform overlapping administrative and academic support tasks without clear functional boundaries. This condition reflects a persistent problem of role ambiguity, in which expected duties and responsibilities are not sufficiently articulated through updated job descriptions, formal role definitions, and standardized service standards. In service-based organizations, role ambiguity is widely recognized as a structural issue that leads to fragmented task execution, duplicated responsibilities, and inconsistent service outcomes (Mukherjee & Malhotra, 2006; Rizzo et al., 1970; Nurhanani & Anwar, 2024).

This study further confirms that when educational personnel rely primarily on habitual routines and ad hoc instructions, educational service delivery becomes highly dependent on individual discretion rather than institutional systems. Such dependence creates variability in service practices across time and across service units. From a human resource management perspective, unclear role structures weaken organizational coordination, reduce accountability, and undermine service reliability, particularly in organizations that rely heavily on interdependent service functions (Armstrong & Taylor, 2020; Boselie, 2014).

In practical terms, unclear role arrangement generates a chain effect within the organizational service system. Educational personnel interpret tasks differently, coordination mechanisms become informal and inconsistent, and service timelines become unpredictable. These conditions are especially problematic in educational institutions, where administrative and academic support services function as critical enablers of teaching and learning continuity. When internal service processes are unstable, instructional activities are indirectly affected through delays, inaccuracies, and reduced administrative support reliability.

2. Reactive Service Patterns and the Absence of Service Standards

The findings further reveal that educational service implementation in Madrasah Aliyah tends to be reactive, driven primarily by immediate requests and short-term priorities rather than by planned service workflows. This pattern indicates the absence of a formal service management system supported by standardized operating procedures (SOPs) and clearly defined service mechanisms. From a service quality perspective, such procedural variability inevitably leads to variability in service outcomes, undermining service reliability and predictability (Parasuraman et al., 1988; Grönroos, 1984).

When service procedures are not standardized, educational service users—including teachers, students, and institutional units—experience uneven response times, inconsistent service accuracy, and unclear service expectations. These conditions weaken trust in institutional services and reduce overall service effectiveness, particularly in organizations where administrative services function as internal support systems for core educational activities (Ismail & Mydin, 2019; Yusof & Jamaludin, 2018). In educational contexts, inconsistent administrative support indirectly affects instructional continuity and institutional efficiency.

The dominance of informal communication channels in service interactions further intensifies this problem. Although informal practices may enhance flexibility and speed in the short term, they often weaken accountability, documentation, and institutional memory. Without documented service processes, organizations face difficulties in tracing service errors, identifying recurring problems, and implementing systematic improvements. Over

time, reliance on informal practices reduces organizational learning capacity and increases dependence on individual experience rather than institutional systems.

3. Coordination Gaps as a Managerial Weakness in Islamic Education Institutions

Weak coordination emerged as a recurring and critical theme in the findings. Educational service units tend to operate in silos, coordination practices are incidental rather than structured, and managerial decisions are rarely documented. This pattern indicates that coordination problems in Madrasah Aliyah are not merely technical or procedural, but fundamentally managerial in nature. In the context of Islamic education management, coordination constitutes a core managerial function, as educational services involve interdependent tasks across administrative, academic, and support domains (Rahmi, 2020; Siregar & Zulamri, 2022).

The absence of structured coordination mechanisms makes educational service workflows highly vulnerable to disruption. Delays or inefficiencies in one service unit frequently affect the performance of other units, ultimately influencing the continuity, accuracy, and reliability of educational services. Studies in educational leadership and organizational management emphasize that effective coordination requires institutionalized mechanisms, including routine coordination meetings, role-based reporting systems, and formalized cross-unit collaboration frameworks (Bush, 2007; Hallinger & Heck, 2010; Mintzberg, 2009). Without such mechanisms, coordination becomes dependent on personal initiative and informal communication, which increases inconsistency and weakens organizational control.

This study further demonstrates that reliance on informal coordination limits transparency and accountability in educational service management. When coordination processes are undocumented, it becomes difficult to trace decision-making processes, evaluate service performance, or identify systemic weaknesses. In Islamic education institutions, where governance is expected to reflect values of *amanah*, responsibility, and collective accountability, weak coordination undermines both managerial effectiveness and ethical governance (Siregar & Zulamri, 2022; Hassan & Sade, 2015).

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

Another significant finding of this study is the absence of structured performance evaluation mechanisms for educational personnel in Madrasah Aliyah. Evaluation practices tend to be informal, incidental, and not guided by explicit service-based indicators. This condition is critical because, without systematic evaluation, efforts to improve educational services become intuitive, sporadic, and difficult to sustain over time. In the absence of clear benchmarks, service performance cannot be monitored consistently, nor can improvement initiatives be assessed objectively.

In Islamic educational institutions, quality assurance requires systematic monitoring processes and continuous improvement cycles that link performance evaluation with institutional vision, goals, and service standards (Rahmi, 2020; Zainal & Mat, 2019). Performance evaluation functions as a key mechanism that connects role arrangement with service quality outcomes. When evaluation systems are weak or absent, a disconnect emerges between assigned roles and actual service performance, thereby weakening institutional accountability and quality assurance frameworks.

The findings of this study support the argument that performance evaluation systems should be redesigned from general administrative appraisals toward service-indicator-based evaluation models. Service-based indicators—such as timeliness, accuracy, responsiveness, and service consistency—provide concrete performance expectations that are directly aligned with service delivery processes. These indicators not only enable objective performance assessment but also help reduce role ambiguity by

clarifying how individual performance contributes to service quality (Mukherjee & Malhotra, 2006; Salleh et al., 2016).

5. Islamic Education Management Perspective: Aligning Professionalism with Amanah

A key contribution of this study lies in contextualizing educational personnel role arrangement within the normative framework of Islamic education management. In madrasahs, educational service quality is not merely a managerial or technical target, but is closely connected to Islamic ethical principles such as *amanah* (trustworthiness), accountability, transparency, and professional responsibility. These values constitute the moral foundation of governance in Islamic educational institutions and shape expectations regarding how services should be organized and delivered (Rahmi, 2020; Siregar & Zulamri, 2022).

The findings of this study indicate that role ambiguity, weak coordination, and procedural inconsistency undermine these ethical principles by reducing transparency, weakening accountability, and increasing reliance on individual discretion. When roles are unclear and service procedures are undocumented, institutional responsibility becomes diffused, making it difficult to uphold *amanah* as a collective organizational value. From this perspective, problems in role arrangement are not only managerial deficiencies but also ethical concerns that affect the integrity of educational service governance.

Clarifying roles, formalizing coordination mechanisms, documenting standard operating procedures (SOPs), and implementing systematic performance evaluation should therefore be understood as processes of strengthening value-based professionalism rather than merely technical administrative reforms. Through these mechanisms, educational personnel are guided to perform their duties in ways that are accountable, transparent, and aligned with institutional service standards. In this sense, professionalism functions as the operational expression of *amanah* within madrasah service management.

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

The proposed model of educational personnel role arrangement provides a systematic and empirically grounded response to the problems identified in this study. Rather than offering normative managerial recommendations, the model operationalizes service quality improvement through a set of interconnected and functional components, including: (a) structured role allocation, (b) formulation and updating of job descriptions, (c) institutionalized coordination mechanisms, (d) SOP-based service standardization, (e) performance evaluation using service-oriented indicators, and (f) continuous leadership support and supervision. These components collectively form an integrated service management framework tailored to the organizational context of Madrasah Aliyah.

This model directly addresses the research gap identified in the introduction, namely the limited scholarly attention given to educational personnel as strategic contributors to educational service quality in Islamic secondary education (Nurussalami, 2022; Elizah, 2025). Existing studies in Islamic education management predominantly emphasize the roles of madrasah principals and teachers, often positioning educational personnel as peripheral administrative actors. In contrast, the proposed model repositions educational personnel as integral elements of the educational service quality system whose performance directly influences institutional effectiveness and stakeholder satisfaction.

The novelty of this study lies in its analytical shift from an instructional-centric perspective toward a service system perspective. By conceptualizing educational quality as the outcome of interconnected instructional and non-instructional services, this study highlights that the reliability, consistency, and professionalism of administrative and academic support services are essential determinants of overall educational quality. This

perspective aligns with contemporary service management and quality assurance theories that emphasize system integration rather than isolated role performance (Sallis, 2014; Boselie, 2014).

7. Theoretical Contributions and Implications

Theoretically, this study reinforces the centrality of role clarity as a critical determinant of service quality within educational organizations. Consistent with role theory and service management perspectives, the findings confirm that clearly defined roles contribute to service reliability, consistency, and institutional effectiveness (Mukherjee & Malhotra, 2006). In educational settings, where service processes involve interdependent administrative and academic functions, role clarity functions as a structural prerequisite for effective service delivery rather than merely an operational concern.

This study also extends the applicability of service quality frameworks to the context of Islamic education institutions. While models such as SERVQUAL have traditionally been applied in commercial and public service organizations, the findings demonstrate that core service quality dimensions—such as reliability, responsiveness, and assurance—remain relevant in madrasah service management when interpreted through the lens of ethical governance and institutional responsibility (Parasuraman et al., 1988; Yusuf & Jamaludin, 2018). In this context, service quality is shaped not only by user perceptions but also by the alignment between managerial systems and Islamic ethical values.

By integrating role design, coordination mechanisms, performance evaluation, and leadership support into a single managerial framework, this study contributes an empirically grounded model to the field of Islamic Education Management. Unlike fragmented approaches that examine these elements separately, the proposed model conceptualizes educational service quality as the outcome of an interconnected service system. This integrative perspective strengthens theoretical understanding of how human resource management, service management, and quality assurance intersect within Islamic educational institutions.

8. Practical Implications for Madrasah Aliyah Management

Practically, the findings of this study offer several priority actions that can be directly adopted by Madrasah Aliyah management to improve educational service quality. These actions translate the proposed role arrangement model into concrete managerial practices that strengthen service consistency, accountability, and institutional effectiveness.

First, madrasah management should formalize role structures by systematically mapping educational service functions and assigning educational personnel based on functional service needs. This step ensures that role allocation is aligned with service workflows rather than based on habitual practices or ad hoc demands.

Second, job descriptions need to be updated and standardized to clarify responsibility boundaries and reduce task overlap among educational personnel. Clear job descriptions function as a managerial control instrument that supports role clarity, coordination, and performance accountability.

Third, madrasahs should develop SOP-based service workflows for key educational services, including administrative services, academic support services, and institutional data management. The availability of SOPs provides service standards that ensure consistency, transparency, and reliability in service delivery.

Fourth, coordination mechanisms should be institutionalized through scheduled cross-unit meetings, formal reporting systems, and documented service outputs. Structured coordination enhances information flow, minimizes service disruption, and supports collective problem-solving across service units.

Fifth, madrasah management should implement performance evaluation systems based on service indicators such as timeliness, accuracy, responsiveness, and service consistency. Service-indicator-based evaluation links performance monitoring directly with service quality improvement and supports evidence-based managerial decision-making.

CONCLUSION

This study concludes that the arrangement of educational personnel roles in Madrasah Aliyah has not yet been managed systematically to support the improvement of educational service quality. Empirical findings reveal that role ambiguity, overlapping responsibilities, weak coordination mechanisms, and the absence of standardized service procedures have led to inconsistent and reactive educational service delivery. Educational personnel tend to rely on habitual practices and short-term operational demands rather than structured managerial planning, which limits the effectiveness, reliability, and sustainability of educational services.

The study further demonstrates that educational service quality in Madrasah Aliyah is strongly influenced by the clarity of role design, the effectiveness of coordination systems, and the availability of service-based performance evaluation mechanisms. The absence of measurable service indicators and formal evaluation processes weakens institutional quality assurance efforts and reduces organizational accountability in managing educational services.

Based on these findings, this research proposes a managerial model for structuring educational personnel roles oriented toward improving educational service quality. The proposed model integrates clear role structuring, updated job descriptions, standardized service procedures, institutionalized coordination mechanisms, service-indicator-based performance evaluation, and continuous leadership supervision. The model contributes to the field of Islamic Education Management by repositioning educational personnel as strategic actors within the educational service quality system, rather than merely as administrative support staff, and by strengthening the linkage between managerial systems, service quality assurance, and value-based professionalism in madrasah governance.

SUGGESTIONS/RECOMMENDATIONS

Based on the findings and conclusions of this study, several recommendations are proposed to strengthen the management of educational services in Madrasah Aliyah through improved role arrangement of educational personnel.

First, Madrasah Aliyah management is strongly encouraged to systematically restructure the roles of educational personnel by developing clear, updated, and function-based job descriptions. Role structuring should be aligned with specific educational service functions to reduce task overlap, minimize role ambiguity, and enhance accountability in service delivery.

Second, standardized service procedures in the form of written standard operating procedures (SOPs) should be formally developed and implemented. These SOPs should regulate service workflows, response times, and coordination mechanisms across service units to ensure consistency, transparency, and reliability of educational services.

Third, coordination mechanisms among educational personnel units need to be institutionalized. Regular coordination meetings, documented service planning, and formal reporting systems are recommended to strengthen information flow, reduce service fragmentation, and support collaborative problem-solving in educational service management.

Fourth, madrasah management should implement service-based performance evaluation systems. Performance appraisal of educational personnel should be linked to

measurable service indicators such as timeliness, accuracy, responsiveness, and service consistency. This approach will reinforce quality assurance processes and support continuous service improvement.

Fifth, leadership supervision and support should be strengthened through active managerial involvement. Madrasah leaders are encouraged to adopt a participatory and supervisory leadership approach that integrates educational personnel roles into the institutional quality assurance framework, ensuring alignment between service performance, institutional objectives, and Islamic educational values.

Sixth, at the policy level, educational authorities and madrasah governing bodies are advised to incorporate educational personnel role arrangement into broader human resource management and quality assurance policies. This integration will enhance transparency, professionalism, and governance of educational services within Islamic educational institutions.

Finally, future research is recommended to further test and refine the proposed model using quantitative or mixed-method approaches to assess its effectiveness in improving educational service quality. Comparative studies across different madrasahs or educational levels are also suggested to broaden the applicability and generalizability of the model.

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