

The Impact of Academic Service System Management on Enhancing the Quality of Islamic Elementary Teachers

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Abstract

This study aims to investigate the impact of academic service system management on enhancing teacher quality at Al Ihsan Japura Lor Islamic Elementary School, Cirebon. The study focuses on four indicators of academic service system management (efficiency, accessibility, reliability, and technological innovation), as well as four indicators of quality improvement (student satisfaction, learning effectiveness, accreditation improvement, and productivity). The research method uses a quantitative approach with a sample of 33 teachers. The research instrument is a closed questionnaire with tested validity, which is then analyzed using the Pearson product-moment correlation technique. The results of the study indicate that all indicators of academic service system management have a significant effect on improving teacher quality, with correlation values ranging from 0.87 to 0.93, far exceeding the r table value at a significance level of 5%. This finding confirms that an efficient, accessible, reliable, and innovative academic service management system can improve student satisfaction, learning effectiveness, accreditation quality, and teacher productivity in madrasah. This study provides an important contribution to the development of academic management strategies for improving teacher quality, especially in rural community-based madrasahs.

Keywords: *academic service management, teacher quality, Islamic elementary school.*

Abstrak

Penelitian ini bertujuan untuk menyelidiki dampak manajemen sistem pelayanan akademik terhadap peningkatan kualitas guru di MI Al Ihsan Japura Lor, Cirebon. Penelitian ini berfokus pada empat indikator manajemen sistem pelayanan akademik (efisiensi, aksesibilitas, keandalan, dan inovasi teknologi), serta empat indikator peningkatan kualitas (kepuasan siswa, efektivitas pembelajaran, peningkatan akreditasi, dan produktivitas). Metode penelitian menggunakan pendekatan kuantitatif dengan sampel 33 guru. Instrumen penelitian berupa kuesioner tertutup dengan validitas teruji, yang kemudian dianalisis menggunakan teknik korelasi momen produk Pearson. Hasil penelitian menunjukkan bahwa semua indikator manajemen sistem pelayanan akademik memiliki pengaruh signifikan terhadap peningkatan kualitas guru, dengan nilai korelasi berkisar antara 0,87 hingga 0,93, jauh melebihi nilai r tabel pada tingkat signifikansi 5%. Temuan ini menegaskan bahwa sistem manajemen pelayanan akademik yang efisien, mudah diakses, andal, dan inovatif dapat meningkatkan kepuasan siswa, efektivitas pembelajaran, kualitas akreditasi, dan produktivitas guru di madrasah. Studi ini memberikan kontribusi penting bagi pengembangan strategi manajemen akademik untuk meningkatkan kualitas guru, khususnya di madrasah berbasis komunitas di daerah pedesaan.

Kata kunci: *manajemen layanan akademik, kualitas guru, Madrasah Ibtidaiyah.*

INTRODUCTION

In the era of educational transformation, teacher quality is a key indicator in the success of the teaching and learning process. One of the strategic factors that influences the improvement of teacher quality is the management of the academic service system. This system includes various services such as learning planning, academic supervision, teacher administration, and performance evaluation, which, if managed effectively, can create a professional environment that supports the development of teacher competence (Manurung, 2022; Setia & Nasrudin, 2020).

According to Sallis (2010), good academic service system management is the main foundation for creating an excellent educational institution. However, many Islamic elementary educational institutions, such as Madrasah Ibtidaiyah (MI), have not optimally integrated the principles of modern academic management into their governance. Academic service system management in madrasahs includes a multifaceted approach that aims to improve the quality of education and student satisfaction. Effective student management is essential, with a focus on regulating and supporting students throughout their educational journey, which helps their personal development (Aldi, 2023).

In addition, academic service management involves structured procedures and oversight to ensure that services are aligned with institutional goals, addressing challenges such as resource constraints and technology issues (Marwan et al., 2024; Setyowati et al., 2024). Implementing best-in-class service strategies, including curriculum alignment and diverse information services, is essential to meeting student needs and enhancing overall satisfaction (Sukur et al., 2023). In addition, comprehensive management practices should integrate elements such as curriculum development, infrastructure, and financial management to create a conducive learning environment, thereby fostering positive relationships with students and the community (Husein et al., 2023).

Preliminary findings at Madrasah Ibtidaiyah Al Ihsan Japura Lor, Cirebon, indicate that several components of the academic service system management are not functioning optimally, or academic management has not been running optimally. Based on initial observations and interviews with the head of the madrasah and three senior teachers, there are several facts as follows: (a) the preparation of RPP (lesson plan) is still done individually without regular supervision, (b) teacher performance evaluation is only done administratively, has not touched on pedagogical aspects and learning innovation, (c) the academic information system is still manual (using master books), has not used a digital platform or learning management system (LMS), and (e) teacher training activities are relatively rare and not scheduled regularly.

Based on field observations and interviews with the head of Madrasah Ibtidaiyah Al Ihsan Japura Lor and three senior teachers, it was found that several aspects of academic management have not been running optimally. The preparation of lesson plans is still carried out individually without collaborative review or structured supervision, as teachers reported the absence of standardized formats and routine evaluations. Teacher performance assessments are limited to administrative documentation, lacking focus on pedagogical quality or classroom innovation.

Additionally, the academic information system remains manual, relying on physical master books for attendance, grading, and scheduling, with no digital platform or learning management system (LMS) in place. Teacher training and professional development activities are infrequent and unscheduled, with most teachers indicating they had not participated in any structured training sessions within the past year. These findings highlight the need for systematic improvements in academic service management to support teacher competence and school quality.

The academic system encourages innovation among Madrasah Ibtidaiyah teachers through various strategies aimed at improving the quality of education and student engagement. Innovations include curriculum development, such as the introduction of subjects such as Quranic Hadith and Fiqh, and the adoption of student-centered learning approaches that prioritize active participation over traditional teacher-centered methods (Sofanudin & Rokhman, 2016). In addition, teachers have implemented blended learning models and leveraged information technology to adapt to the challenges posed by the Covid-19 pandemic, thereby encouraging independent learning and improving educational outcomes (Rohman, 2022). In addition, community engagement and character development are emphasized, positioning Madrasah Ibtidaiyah as agents of social change and moral education, contributing to reducing educational inequalities (Septya et al., 2024). Overall, these innovations reflect a holistic approach to education that integrates traditional values with modern pedagogical practices (Ahmadi & Saad, 2024).

Previous research has shown that academic service system management plays a significant role in improving teacher quality, which is critical to improving educational outcomes. Effective management strategies, such as strengthening knowledge management, interpersonal communication, and organizational support, are essential to fostering job satisfaction among teachers, thereby improving their service quality (Hermawan, 2025). In addition, implementing structured management functions of planning, driving, and evaluating can address common pitfalls in educational leadership, such as weak vision and lack of

innovation, which often hinder academic service quality (Gunawan et al., 2022). Furthermore, using methods such as Servqual and quality function deployment (QFD) can help identify gaps in service delivery and prioritize improvements based on student feedback, ultimately leading to better educational services (Noya et al., 2023). Overall, a comprehensive approach to managing teaching staff and educational resources is essential to improving teacher quality and, consequently, student achievement (Sukatin et al., 2024).

The academic service process includes various components aimed at improving student satisfaction and educational quality. Key elements include planning, implementation, and evaluation of services, which are essential to align academic offerings with student expectations (Nasrullah et al., 2022). Important aspects of academic service quality involve the availability of information, effective faculty interaction, and strong administrative support, all of which significantly affect student satisfaction (Sihombing et al., 2025). In addition, universities provide psychological support services to address students' emotional and social needs, facilitating coping strategies during academic challenges (Tashcheva et al., 2022).

This research has the following novelty elements: (1) specific subject focus: this research specifically examines the relationship between academic service system management and improving teacher quality, not only on the quality of institutions or students, (2) local context: this research took place at Madrasah Ibtidaiyah Al Ihsan Japura Lor, Cirebon, which has rarely been touched on in academic research, especially in relation to teacher quality management in village-based madrasahs, (3) Integrative approach: This research combines managerial aspects with human resource development (teachers), strengthening the understanding that academic services are not only an administrative matter but also improve teacher competence as a whole, and (4) empirical evidence in the field of this research is not only based on theory but also based on real field evidence through direct observation and interviews with the madrasah.

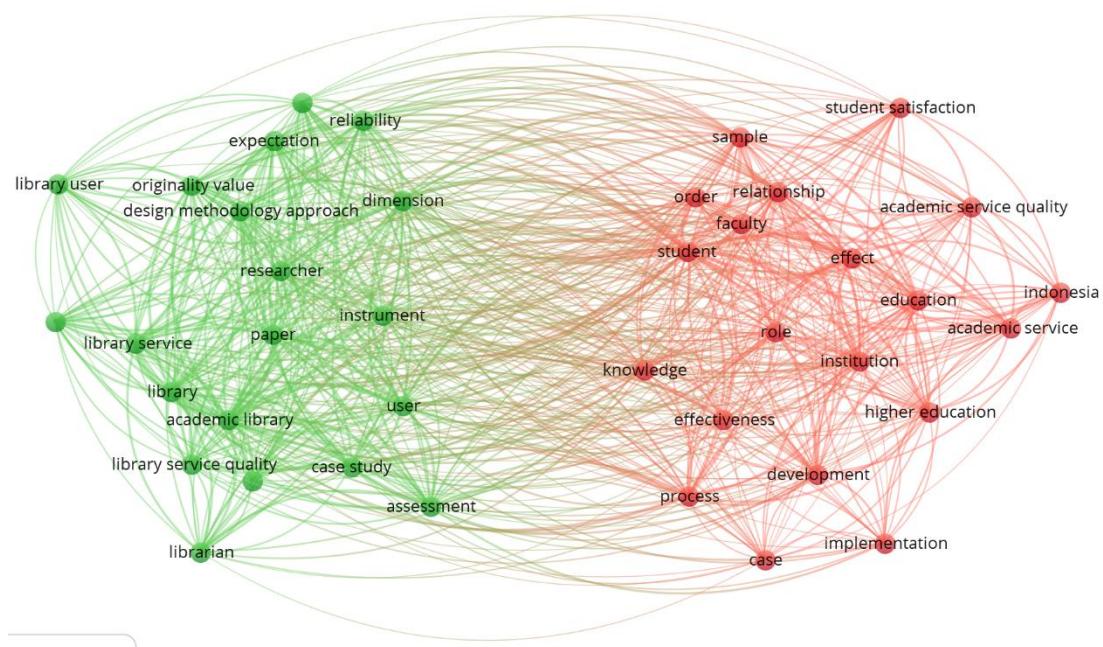


Figure 1. Research Position

Figure 1 shows that academic service or academic management does not appear explicitly in the network, but the concept is represented by several related keywords, including (a) instructional leadership, (b) leadership practice, (c) leadership quality, (d) school quality, and (e) quality education. This shows that academic service is often conceptually integrated into the framework of instructional leadership and school leadership practice. This means that academic service does not stand alone but becomes an integral part of the leadership strategy to support school quality. Instructional leadership appears to be at the bottom (red cluster), closely connected to leadership practice and leadership quality. This indicates that academic service (because of its nature related to planning, supervision, and evaluation of learning) is understood as an instructional leadership role.

While the quality improvement in this visualization shows that the quality improvement in the international context is generally associated with the words (a) quality education, (b) school quality, (c) instructional quality, and (d) educational leadership. Quality education appears as an important node in the middle of the graph (blue cluster), widely connected with (a) school quality, (b) goal, (c) vision, and (e) effect. Quality improvement is internationally often understood as the final result (output) of the synergy between leadership, teacher roles, policies, and academic services. Quality is not only the result of teachers teaching but also the result of a well-managed ecosystem (academic services included in it) (Baitanayeva et al., 2020; Grant et al., 2023; Grigoropoulos, 2021).

Academic services are conceptually mapped into leadership practice and instructional leadership clusters, meaning that academic service research should emphasize the integration of teacher management, instructional supervision, and educational service provision. Improving teacher quality is closely connected to quality education and school quality in this visual network, meaning that efforts to improve teacher quality cannot be separated from the overall quality of school services. The position of academic services shows part of the practice of instructional academic leadership. The position of quality improvement shows the outcome of leadership management and academic services. The relationship between the two shows that well-managed academic services have an impact that can strengthen instructional leadership practices that have an impact on improving teacher quality, which is useful for improving school quality.

As the closing point of this discussion, the object of this study is Madrasah Ibtidaiyah Al Ihsan Japura Lor, Cirebon, a village-based Islamic elementary school that serves as a contextual example of how academic service system management is implemented in a real educational setting. This madrasah reflects the broader challenges faced by similar institutions in integrating effective academic services with teacher professional development. By focusing on this specific madrasah, the study not only highlights the current limitations in planning, supervision, and digitalization but also provides a relevant context to examine how academic services, when managed systematically, can enhance instructional leadership and ultimately improve teacher quality.

In the current era of educational transformation, academic service system management is increasingly recognized as a strategic component in enhancing the quality of teaching and learning, particularly through its impact on teacher performance and professional development. Recent studies have emphasized the significance of structured academic services such as planning, supervision, administrative management, and performance

evaluation in fostering a conducive environment for teacher competence growth (Marwan et al., 2024; Sallis, 2010; Sukatin et al., 2024).

Additionally, the integration of instructional leadership and service quality frameworks has reinforced the idea that academic services are not merely operational tasks but central to the realization of school vision, teacher satisfaction, and student achievement. Research in this domain has increasingly focused on performance-based evaluations, blended learning adoption, stakeholder engagement, and quality function deployment to align educational services with both institutional goals and student needs (Noya et al., 2023; Rohman, 2022).

Despite the growing body of literature, most existing studies tend to generalize the influence of academic services at the institutional or student outcome level, with limited attention given to their direct role in shaping teacher quality, particularly in rural-based Islamic elementary schools like Madrasah Ibtidaiyah. Moreover, while previous research has discussed leadership practices, curriculum development, and administrative innovation separately, few have addressed the integration of academic service system management with human resource development in a localized madrasah context.

The current study fills this gap by offering a context-specific, empirical investigation of how academic service mechanisms, when inadequately implemented, can hinder teacher effectiveness. By focusing on Madrasah Ibtidaiyah Al Ihsan Japura Lor in Cirebon, this research contributes novel insights into the operational realities of village-based madrasahs, where systemic constraints such as limited digitalization, infrequent teacher training, and administrative inefficiencies remain underexplored in academic discourse.

METHODS

This study aims to analyze the influence of academic service system management on improving the quality of elementary school teachers using a quantitative approach. This approach assumes that a quantitative approach allows variables such as teacher quality (pedagogical, professional, social, and personality competencies) and academic service management (planning, implementation, evaluation, and supporting services) to be measured in a structured manner using standardized instruments such as closed questionnaires. With a student sample of 33 teachers, a quantitative approach can summarize perceptions and data comprehensively so that the results can be generalized for similar madrasas in rural areas.

The purpose of this study is to test the influence of the academic service system on teacher quality. This is suitable for analysis using inferential statistics (linear regression or Pearson correlation) in order to conclude how big the relationship is between the two variables. The quantitative approach produces numerical data that can be accounted for statistically so that it is more easily accepted by policymakers as a basis for decision-making in madrasas. The research procedure is systematic: (1) identification of problems and formulation of problems, (2) preparation of theoretical frameworks and hypotheses, (3) determination of population and samples, (4) data collection, (5) data processing and analysis, (6) interpretation of results.

This study employs a quantitative correlational research design to examine the influence of academic service system management on the quality of elementary school teachers. The design is suitable for identifying the strength and direction of the relationship between two or more variables using numerical data. This approach enables the researcher to

assess the degree of influence that academic services (independent variable) have on teacher quality (dependent variable) using statistical tools. The study is non-experimental, as it does not manipulate variables but observes and measures them as they naturally occur in the field.

The research procedure follows a systematic sequence: (a) problem identification and formulation, observing academic service practices in the madrasah and identifying gaps related to teacher quality; (b) theoretical framework and hypothesis development, reviewing relevant literature and establishing theoretical constructs; formulating hypotheses such as “*There is a significant positive influence of academic service system management on teacher quality,*” (c) population and sampling: the population consists of all teachers at Madrasah Al Ihsan Japura Lor. The total sample includes 33 teachers selected using a total sampling technique, as the population size is small and manageable. (d) data collection, distributing standardized closed questionnaires to all teacher participants; (e) data processing and analysis, coding, tabulating, and statistically analyzing the data using software such as SPSS; and (f) interpretation of results, interpreting correlation or regression outputs to determine the significance and strength of the relationships.

The data collection technique used in this study is the survey method using a closed-ended questionnaire distributed directly to teacher respondents. This technique allows for the efficient collection of structured data related to perceptions of academic service practices and teacher competence. The main instrument used in this study is a standardized questionnaire designed to measure two main constructs: (1) academic service system management, which includes indicators of (a) planning (academic calendars, lesson planning systems), (b) implementation (instructional delivery, service coordination), (c) evaluation (performance assessments, feedback mechanisms), and (d) supporting services (training, infrastructure, IT support); and (2) teacher quality, measured by four competency dimensions: (a) pedagogical competence, (b) professional competence, (c) social competence, and (d) personality competence. Each item is rated using a Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), allowing for quantitative analysis.

To test the hypothesis, this study applies inferential statistical techniques, including (1) descriptive statistics (mean, standard deviation) to describe the general tendencies of variables, (2) Pearson product-moment correlation to measure the strength and direction of the linear relationship between academic service system management and teacher quality, and (3) simple linear regression analysis to determine the extent to which academic service system management predicts or influences teacher quality.

RESULTS AND DISCUSSION

Academic Service System Management

To evaluate the implementation of academic service system management at Madrasah Ibtidaiyah Al Ihsan Japura Lor, the study measured four key dimensions: efficiency, accessibility, reliability, and technological innovation. Data were collected from 33 teacher respondents using a structured questionnaire, and the results were analyzed using Pearson's product-moment correlation to assess the strength of the relationship between each dimension and the overall quality of the academic service system.

Table 1. Academic Service System Management

	Minimum	Maximum	Average	Standard Deviation
Efficiency	24	40	30,67	4,38
Accessibility	18	30	23,42	3,01
Reliability	20	35	27,09	3,97
Technological Innovation	21	35	27,85	3,95

Table 1 indicates that the four key indicators of academic service system management efficiency, accessibility, reliability, and technological innovation exhibit relatively high average values of 30.67, 23.42, 27.09, and 27.85, respectively, reflecting generally positive user perceptions of system performance. Efficiency displays the widest range (24–40) and the highest standard deviation (4.38), suggesting significant variation in user experiences regarding the speed and resource-effectiveness of services. Accessibility has the lowest mean score (23.42) and a standard deviation of 3.01, indicating a need for improvement in the equitable availability and ease of access to academic services.

Reliability and technological innovation show consistent average values above 27, with standard deviations of approximately 3.97 and 3.95, respectively, implying a relatively stable system and the adoption of modern technological features, albeit with some variability in user satisfaction. Operationally, these findings highlight that while the academic service system is generally functioning well, targeted improvements are necessary in ensuring consistent service delivery, expanding technological innovations, and enhancing overall accessibility across all user segments.

This study aims to describe the management of the academic service system in Madrasah Ibtidaiyah through four indicators: efficiency, accessibility, reliability, and technological innovation. Descriptive analysis was conducted on data from 33 student respondents with the following assessments:

Efficiency

Based on the data, the efficiency score ranges from 24 to 40, with a fairly high average. The respondent with the highest score was the 31st respondent (score 40), while the lowest scores were respondents 4, 6, 7, 8, 11, 14, and 16 (score 24). This shows that most students consider the efficiency of academic services at the madrasah to be good, especially in terms of speed of administrative services, punctuality of schedules, and uncomplicated procedures. However, there are some students who consider that there is still a need for efficiency improvements in certain service units.

Accessibility

The accessibility score range is 18 to 30, where the average respondent gave a score above 20. The 26th and 31st respondents gave the highest score of 30, while the lowest score of 18 was given by the 4th and 8th respondents. This finding reflects that most students feel that the ease of access to academic services is adequate, both in terms of easy-to-obtain information, clarity of procedures, and openness of data. However, scores that are still below 20 for some respondents indicate the need for increased access, for example, the availability of more evenly distributed digital information.

Reliability

The reliability score ranges from 20 to 35, with many students rating it high. Respondents 9, 10, 20, 26, and 31 scored 33–35, while the lowest score of 20 was found in respondent 4. This means that most students consider academic services at the madrasah to be relatively reliable, errors do not occur often, and they are consistent in implementing procedures. This supports a positive perception of the professionalism of the madrasah in serving the academic needs of teachers and students.

Technology Innovation

The technology innovation score is distributed between 21 and 35. Respondents 9, 20, 26, and 31 recorded a score of 35 (the maximum value), while the lowest score of 21 was given by respondents 11 and 14. Most students considered that technology innovation in madrasas has been running well, especially related to the use of learning applications, electronic attendance systems, and online grade publications. Although there are still respondents who rated it low, this is reasonable as a reflection of the limited facilities or skills in using technology in some service units.

The average of all indicators is in the medium-to-high category. The variation in scores between respondents illustrates that academic services in madrasas have been running effectively in general, although there are areas that still need to be improved, especially accessibility for some respondents. Technological innovation received high appreciation, reflecting that digital transformation in madrasas has been relatively accepted by students and has had a positive impact on their perceptions of academic services. Reliability is one of the strengths of academic services, as seen from the highest scores evenly distributed across several respondents, indicating consistent service procedures.

Based on descriptive analysis, it can be concluded that (1) the management of the academic service system at the Elementary Madrasah has been implemented quite well and consistently, (2) four indicators (efficiency, accessibility, reliability, and technological innovation) show a high category according to student perceptions, although there is still room for improvement in the accessibility aspect, and (3) these findings are the basis for improving the quality of academic services to be more even, adaptive, and technology-friendly in the future.

Academic service efficiency ($r=0.919$) helps teachers save time, streamlines administrative procedures, and focuses on learning activities. Accessibility ($r=0.882$) makes it easier for teachers to obtain student data, schedules, and materials, thus supporting the quality of learning they provide. Reliability ($r=0.928$) creates a sense of security and trust for teachers in the madrasah system so that they feel comfortable and professional. Technological innovation ($r=0.911$) accelerates teacher-student communication, improves evaluation, and increases teacher creativity in teaching.

Table 2. Quality Improvement

	Minimum	Maximum	Average	Standard Deviation
Student Satisfaction	18	30	23,18	3,23
Learning Effectiveness	17	30	23,03	3,02
Accreditation Enhancement	18	30	23,18	2,97
Productivity	17	30	22,61	3,92

Table 2 show that the range of responses collected from the sample (n = 33). For instance, all indicators have a minimum score of 17 or 18, and the maximum score for all is 30, indicating some respondents gave the highest possible rating. The average scores range from 22.61 (productivity) to 23.18 (student satisfaction & accreditation enhancement). This suggests that, overall, participants rated the academic service impact as moderate to high on these quality dimensions. The standard deviation indicates the variability of responses: (a) productivity shows the highest variability (± 3.92), meaning opinions on this aspect were more spread out, and (b) accreditation enhancement has the lowest variability (± 2.97), suggesting more consistency in responses.

Operational meaning (a) these statistics help summarize the distribution and consistency of teacher perceptions regarding how academic services contribute to educational quality, and (b) they are useful for identifying which dimensions might need more strategic focus. For example, productivity has the widest spread, indicating potential disparities in implementation or impact across different teachers, and (c) these values can also support further inferential analysis, such as identifying which dimension most strongly correlates with improvements in teacher quality or student achievement.

This study measures four indicators of quality improvement in Madrasah Ibtidaiyah, namely (1) student satisfaction, (2) learning effectiveness, (3) accreditation improvement, and (4) productivity. Data were obtained from 33 teacher respondents, who assessed each indicator with the following scores:

Student satisfaction score range: 18-30. The respondent with the highest score (30) is the 26th respondent. The lowest score (18) is in several respondents, for example, the 7th and 16th respondents. The majority of students gave a score above 20, which indicates that they are relatively satisfied with the services and learning process at the madrasah. However, the score of 18 indicates that a small number of students are still dissatisfied, perhaps related to learning facilities or classroom atmosphere.

Learning effectiveness score range: 17-30. The highest score (30) was also in the 26th respondent. The lowest score (17) appeared in the 4th and 7th respondents. The average value shows that learning is considered quite effective by students. The existence of low scores in some respondents signals that the teacher's teaching method may still need innovation, for example, media variations or a more active participatory approach.

Accreditation improvement, score range: 18–30. The highest score (30) was from the 26th respondent. The lowest score (18) was from the 16th respondent. Most students assessed that the madrasah continues to strive to improve quality, reflected in the accreditation improvement efforts. However, the score of 18 in several students indicates that they have not fully felt the impact of accreditation improvement, for example, from physical facilities or supporting programs.

Productivity score range: 17–30. The highest score (30) was from the 9th, 10th, 20th, 26th, and 31st respondents. The lowest score (17) was from the 4th respondent. The average productivity score tends to be high, meaning that students consider learning activities and educational services to be quite encouraging for learning success. Low scores in some respondents may indicate that the learning load or student motivation still needs attention.

Overall interpretation of descriptive data, namely: (1) the average value of all quality improvement indicators tends to be in the medium to high category, (2) a small number of

students with scores below 20 indicate that there are still obstacles in satisfaction, effectiveness, accreditation and productivity, which are important input for improvement, (3) the majority of students give positive assessments, especially for productivity and learning effectiveness, because the average score is generally above 22, and (4) the accreditation indicators are also considered to have improved, although student perceptions still need to be strengthened so that they feel the real impact of accreditation.

The majority of students gave a positive assessment of the quality of learning in the madrasah. Four indicators of quality improvement showed a high level of satisfaction, with some notes of improvement in certain groups of students. The validity of the indicators has been proven so that the results of this study can be scientifically accounted for. This finding provides a strong foundation that improving teacher quality cannot be separated from the success of the madrasah academic service system.

Academic service system management includes important indicators such as efficiency, accessibility, and reliability, especially in the context of technological innovation. The implementation of the framework has been shown to improve operational efficiency and incident management in academic systems, as evidenced by the evaluation of the services of Amikom Purwokerto University, which reached a level of maturity indicating effective service operations (Tarpwoto et al., 2024). Reliability is also a focal point, with a proposed methodology for assessing the effectiveness of technical systems, ensuring that operational strategies are robust and efficient (Lebedev et al., 2022). These elements collectively contribute to a well-functioning academic service system that meets user needs and increases satisfaction (Adelia et al., 2022). The principal who gives his/her instructions clearly will provide a vision for the school, including the quality of learning that determines the quality of school services (Fadhli et al., 2025).

I interpret the findings of this study as a strong reinforcement of existing theoretical and empirical research emphasizing the strategic role of academic service system management in enhancing educational quality. The consistently high correlation values ($r = 0.87-0.92$) between academic service indicators such as efficiency, accessibility, reliability, and technological innovation and quality improvement metrics such as student satisfaction, learning effectiveness, accreditation, and productivity affirm that well-managed services are not merely administrative functions but foundational pillars of institutional performance. This supports prior research (Bakrie et al., 2022), which found that structured service quality management significantly improves student achievement and institutional reputation. Furthermore, the strong perception among students regarding service adequacy indicates that technological transformation in academic environments is being well-received and operationalized effectively (Peña-Lang et al., 2023). Therefore, this study does not contradict previous findings; rather, it substantiates them by providing new evidence within the context of Indonesian madrasahs, highlighting the global relevance of academic service quality as a determinant of educational excellence (Masoko et al., 2023).

Improving the quality of primary madrasah teachers in Indonesia requires a multifaceted approach that includes digitalization, pedagogical training, and effective leadership. Research shows that improving teachers' digital skills is critical, especially post-pandemic, as many educators struggle with online teaching technologies (Rahman et al., 2024). In addition, targeted training programs have shown positive results in improving

teachers' pedagogical competencies, although improvements in curriculum development are still needed (Agustina et al., 2019). The role of madrasah principals is also critical; effective leadership fosters an environment conducive to professional development and innovation among teachers (Amin, 2024; Musrifah & Ali Shah, 2025). Principals who adopt collaborative and inspirational leadership styles can significantly motivate teachers, thereby improving the quality of their education (Habibullah & Abdul Basir, 2023).

Respondent data shows a high average score on the efficiency indicator (for example, respondents 1 and 2 achieved a score of 32), technological innovation (scores up to 35), and student satisfaction (generally above 20 points). This condition confirms that academic services are relatively adequate in the eyes of students and have a positive impact on the quality of learning perceived. This study involved 33 student respondents who were assessed on the variables: (1) academic service system management with indicators (a) efficiency, (b) accessibility, (c) reliability, and (e) technological innovation, and (2) quality improvement with indicators (a) student satisfaction, (b) learning effectiveness, (c) accreditation improvement, and (e) productivity.

This study aims to analyze the influence of academic service system management on improving the quality of education for students in one of the educational units. Respondents in this study were 33 students who assessed eight research indicators, consisting of four indicators of academic service system management (efficiency, accessibility, reliability, and technological innovation) and four indicators of quality improvement (student satisfaction, learning effectiveness, accreditation improvement, and productivity). Data were obtained through a closed questionnaire instrument that had been tested for validity and reliability. Each indicator was measured on a quantitative assessment scale, and then a Pearson product-moment correlation test was carried out to test the relationship between the independent and dependent variables.

Improving teacher quality in higher education is multifaceted, with key indicators including student satisfaction, learning effectiveness, productivity, and accreditation. Student satisfaction is increasingly recognized as an important criterion for institutional accreditation, reflecting the quality of education and teaching performance (Alalyani, 2024). In addition, innovative training programs utilizing digital platforms have shown significant improvements in teacher competency and student performance, with reports of an 18% increase in student achievement and a 92% increase in teacher satisfaction (Gupta et al., 2012). Thus, a comprehensive approach that integrates these indicators is essential to improving the overall quality of education in higher education institutions (Mamani-Jilaja et al., 2023).

Supporting facts: high indicator score average (1) efficiency (many respondents scored above 30), indicating that academic services are running quickly and accurately, and (2) technological innovation (some students scored up to 35 points), indicating that service technology has been well appreciated. Quality improvement is also positive. (1) Student satisfaction is mostly above 20 points (even up to 30), meaning that the service system supports learning satisfaction; (2) learning effectiveness is also consistently high (for example, the 10th respondent scored 29); (3) accreditation and productivity are also considered quite good (average above 20); and (4) there is a very strong correlation ($r = 0.87-0.92$), proving that academic service management directly influences quality in the eyes of students.

The position of academic service system management as a strategic factor that drives improvements in the quality of education through (a) efficiency of academic administration, (b) ease of access to information, (c) reliability of procedures, and (e) technological innovation (e.g., online information systems, digital attendance applications). The position of improving quality as the goal of academic services is reflected in student satisfaction, learning effectiveness, accreditation values, and school/madrassa productivity. In other words, academic service management is the driving force, while quality is the end result. Efficient, accessible, reliable, and innovative management of academic service systems in schools/madrassas can significantly improve the quality of education. The fact that students' scores show a positive perception of the services received is evidenced by a very high correlation ($r > 0.87$). This emphasizes the importance of schools/madrassas continuing to improve their academic service systems so that quality (satisfaction, effectiveness, accreditation, productivity) improves.

These findings are in line with the theory of educational management that emphasizes the importance of an academic service system in supporting school quality. Service efficiency helps the administration process run quickly and accurately, accessibility makes it easier for students to get information, reliability ensures that service procedures run consistently, and technological innovation facilitates student interaction with the school through applications or online systems. Quality improvement is measured through student satisfaction, learning effectiveness, increased accreditation, and educational institution productivity. All of these indicators were assessed positively by respondents, as evidenced by an average score above 20 on each quality dimension. This shows that academic service management contributes significantly to quality, both in the teaching and learning process, student perceptions, and accreditation achievement. Other empirical facts show a very strong relationship between technological innovation and quality, with a correlation value of 0.911. This indicates that digital transformation in academic services is starting to be accepted and its benefits are felt by students. In addition, the reliability indicator with an r count of 0.928 also strengthens that consistent and reliable services foster student trust in educational institutions.

Research facts confirm that the implementation of academic service system management in madrasahs is in accordance with the principles of modern educational management. Empirical data is in accordance with the theoretical framework that emphasizes efficiency, accessibility, reliability, and technological innovation as the driving force for improving teacher quality. In other words, academic service management is one of the strategic instruments that significantly improves the quality of Madrasah Ibtidaiyah teachers. Improving teacher quality is essential to improving educational outcomes and encouraging student success. Effective teacher education is fundamental, as it directly affects the quality of teaching and student engagement (Rout, 2017; Spooren, 2021). Key strategies for improvement include curriculum reorganization, the incorporation of innovative teaching methods, and an emphasis on in-service training to develop teachers' professional skills (Laihad et al., 2023; Rout, 2017). In addition, utilizing student feedback and performance metrics can guide faculty in refining their teaching practices, thereby promoting a more interactive learning environment (Spooren, 2021).

CONCLUSION

This study concludes that the educational service management system, including efficiency, accessibility, clarity, and technological innovation, has a significant and direct impact on improving the quality of education in educational institutions, particularly madrasas. Based on the research results, academic service indicators consistently obtained high average scores, especially in terms of efficiency and technological innovation. The results are consistent with high ratings on quality improvement indicators such as student satisfaction, learning effectiveness, accreditation, and institutional productivity. Well-managed services directly contribute to students' positive perceptions of educational quality. Therefore, improving educational quality can be effectively achieved through optimizing an efficient, accessible, reliable, and technology-based academic service system. These findings support modern educational management theory and reinforce previous research that emphasizes the strategic role of academic services in determining institutional quality.

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