

QUALITY OF SANTRI IN MODERN ISLAMIC BOARDING SCHOOLS: QUALITY OF ACADEMIC SERVICES AND LEARNING MANAGEMENT

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ABSTRACT:

This study aims to determine the effect of the quality of academic services and learning management on the quality of modern pesantren graduates. The quality of academic services is seen by five leading indicators: tangibles, reliability, responsiveness, assurance, and empathy. Meanwhile, the quality of graduates is seen by three indicators: attitude, knowledge, and skills. The study was conducted at the Modern Al-Ikhlash Putri Islamic Boarding School, Kuningan Regency. The number of respondents is 61 with the calculation of the slovin formula. Data collection techniques in this study used a questionnaire. Data analysis was carried out by testing the validity, reliability, and multiple linear regression tests assisted by the SPSS application. The research results show that the quality of academic services and learning management simultaneously influence the quality of modern pesantren graduates. It means that pesantren must improve their academic quality to have qualified graduates. Learning management should be used to develop new learning theories.

ARTICLE HISTORY:

Received: 23 September 2022

Accepted: 25 November 2022

Published: 30 November 2022

KEYWORDS:

Academic Service Quality, Graduate Quality, Learning Management.

ABSTRAK:

Studi ini bertujuan untuk mengetahui pengaruh mutu layanan akademik dan manajemen pembelajaran terhadap mutu lulusan pesantren modern. Mutu layanan akademik dilihat dengan 5 indikator utama yaitu *tangibles*, *reliability*, *responsiveness*, *assurance*, dan *empathy*. Sedangkan mutu lulusan dilihat dengan 3 indikator yaitu sikap, pengetahuan, dan keterampilan. Studi dilakukan di Pondok Pesantren Modern Al-Ikhlash Putri Kabupaten Kuningan. Jumlah responden berjumlah 61 orang dengan perhitungan rumus slovin. Teknik pengumpulan data pada penelitian ini menggunakan kuesioner. Analisis data dilakukan dengan Uji validitas, reliabilitas dan uji regresi linear berganda dibantu aplikasi SPSS. Hasil penelitian menunjukkan bahwa mutu layanan akademik dan manajemen pembelajaran berpengaruh secara simultan terhadap mutu lulusan pesantren modern. Artinya pesantren harus meningkatkan kualitas akademiknya agar memiliki lulusan yang berkualitas. Manajemen pembelajaran harus digunakan untuk mengembangkan teori-teori pembelajaran terbaru.

Kata Kunci: *Mutu Layanan Akademik, Mutu Lulusan, Manajemen Pembelajaran.*

INTRODUCTION

An education system can be of high quality if it can produce high-standard graduates (Bancin, 2018). Graduates are produced through an educational process that involves academic studies and community service. Education and learning services need to be focused on the needs of the client or service recipient to be of high quality (Maryamah, 2013). Both education and services must be consistently prepared to adapt to new circumstances. Baharun emphasizes that Service is a process of providing services (service delivery) from service providers to customers (Customers). (Baharun et al., 2021) (Baharun et al., 2021) Service quality cannot be assessed only from the producer's perspective but must move from the customer's perspective, namely customer satisfaction (Azan et al., 2015).

Quality improvement needs to pay attention to sustainability aspects. In maintaining quality, it is necessary to pay attention to the requirements and expectations of customers. , proper planning is needed from the start (Ciptono, 2005) (Ciptono, 2005) In more detail, Kotler offers five dimensions that can be used to assess service quality: *Tangible*, *Reliability*, *Responsiveness*, *Assurance*, and *Empathy* (Kotler & Keller, 2014). *Tangibles* are evidence of the care and attention given by educational service providers to students. The appearance and physical infrastructure of reliable educational institutions and the condition of the surrounding environment are clear evidence of the services provided by service providers (Fadhilillah et al., 2021). *reliability* or reliability, namely the company's ability to carry out services following what has been promised in a



timely, accurate, and satisfactory manner. *Responsiveness* or responsiveness is the ability carried out directly by employees or teaching staff to provide services quickly and responsively. *Assurance* or guarantee is knowledge, politeness, and the ability of company employees to foster a sense of trust and confidence in consumers in consuming the services offered. Empathy is a company's ability that is carried out directly by employees to provide convenience in making relationships, good communication, personal attention, and understanding customers' needs (Jacobis, 2013).

Learning management in ensuring the quality of education has provided a new argument that learning management is the curriculum's elaboration, enrichment, and development (Efendy, 2018). There are broad and specific interpretations of the term learning management. The former refers to planning, organizing, directing, and controlling how learners are instructed. Meanwhile, in a narrow sense, learning management is an activity that needs to be managed by the teacher when there is a process of interaction with students during the implementation of learning (Rukajat, 2018).

Quality in education can be measured in terms of its relevance to the needs of society, whether or not graduates can continue to the next level, even to get a good job, and one's ability to overcome life's problems. (Safingudin, 2020) Students in learning have their characteristics. The teacher must be able to provide teaching materials and learning media according to the needs of students. Teaching materials and learning media that are interesting and according to students' needs can increase student interest in learning, improving the quality of madrasah graduates (Adha, Supriyanto, & Timan, 2019). Graduate quality assurance is a school effort to guarantee educational output so that the quality follows the school's goals, vision, and mission. In addition, the quality assurance of graduates is a school's effort to maintain the quality output of education to maintain the sustainability of schools so that they remain the people's choice (Hasanah, 2021).

Studies regarding the quality of academic services have been carried out. Ali, for example, offers the development of enterprise architecture (EA) in Education Management. The results of his study show that EA, implemented to improve the quality of academic services, acts as a tools system that can improve institutional performance by providing quality services and significantly impacting the services provided. Nonetheless, limited budgetary funds and

human resource capabilities have become obstacles to implementing enterprise architecture (Ali, 2020).

The quantitative study conducted by Azan also observed the quality of academic services. His study found that partial utilization of facilities and the performance of the Study Program staff significantly influence the quality of the Study Program's academic services. Likewise, when viewed simultaneously, the use of learning facilities and the performance of Study Program staff influence the quality of the Study Program's academic services (Azan et al., 2015). It is also supported by findings that state that System Implementation of ISO 9001:2015 Quality Management has a significant and positive effect on Academic Service Quality (Kurnia, 2020).

The quality of academic services is a reasonably complex variable. It needs special handling such as providing regular training to staff. Educational institutions must control the quality of activities carried out at process management stages, including input, process, output and stakeholder satisfaction. Service quality improvement can also be carried out by implementing IT/ICT in service quality management, improving and strengthening the curriculum, updating and perfecting learning facilities, and increasing qualification quality and the number of human resources according to higher education needs (Bendriyanti, 2015).

Based on the literature, no studies specifically address the quality of academic services conducted at Islamic boarding schools. On the other hand, Islamic boarding schools, the oldest educational institutions in Indonesia, have a strategic role in the discourse on education in Indonesia. For this reason, a study is needed that observes the quality of academic services at Islamic boarding schools and their relation to the quality of their graduates. This study examines the Effect of Academic Service Quality and Learning Management on the Quality of Graduates of Modern Islamic Boarding Schools.

METHODS

The approach used in this research is to use a quantitative approach. The variables used in this study are academic service quality (X1), learning management (X2), and graduate quality (Y). The population in this study was the Modern Al-Ikhlas Putri Islamic Boarding School, Kuningan Regency, which had



153 students. As for knowing the number of research respondents, the researchers used the Slovin formula. After the calculation, it was found that the number of samples was 61 people. Data collection techniques in this study used a questionnaire or questionnaire. The questionnaire preparation in this study used the Likert scale with a total of 24 items. Data analysis was carried out by testing the validity, reliability and multiple linear regression tests assisted by the SPSS application.

FINDINGS

This study aims to determine the effect of the quality of academic services and learning management on the quality of modern Islamic boarding school graduates at the Al-Ikhlas Putri Kuningan Modern Islamic Boarding School. Before carrying out multiple linear regression analysis, the instrument was tested for validity and reliability first. From the validity test results, all items have a rcount value more significant than the rtable value. It shows that the instrument is valid and ready to be used as a measuring tool. It is reinforced by a reliability test using the value of Cronbach's Alpha, which shows the value of the X1 variable 0.771, the X2 variable 0.747, and the Y variable 0.800. All variables show a reliable instrument because Cronbach's alpha value is above 0.7 (Cohen et al., 2017).

In testing the hypothesis that has been carried out, namely the effect of the quality of academic services and learning management on the quality of modern Islamic boarding school graduates at the Al-Ikhlas Putri Kuningan Modern Islamic Boarding School showed significant results, meaning that the quality of academic services and learning management affects the quality of modern Islamic boarding school graduates, both significantly partially or simultaneously. So that from the hypothesis testing data will be described by combining or comparing the empirical findings of research results that have been tested statistically with the theories and empirical findings of previous research results so that a new theoretical construct or development of an existing theory is obtained.

The Influence between the Quality of Academic Services and the Quality of Graduates of Modern Islamic Boarding Schools

The quality of academic services is the result of a comparison between student expectations and the performance of educational institutions in providing services related to academics. The services referred to include services in the teaching and learning process, services in the use of learning process support facilities provided by educational institutions, and administrative services related to academics (Suhaylide, 2014).

The results of research at the Al-Ikhlâs Putri Kuningan Modern Islamic Boarding School show that the effect of the quality of academic services on the quality of graduates of modern Islamic boarding schools is quite good. The calculation results show that the value of X1's contribution to Y is seen from $R = 0.298$ and the coefficient of determination (R^2) = 0.089. It shows that the Quality of Modern Islamic Boarding School Graduates is influenced by 8.9% by the Quality of Academic Services. At the same time, the rest ($100\% - 8.9\% = 91.1\%$) is influenced by other variables not examined in this study, such as extracurriculars, facilities and infrastructure and others. The significance value of this variable is 0.020. This value is less than 0.05, so H_a is accepted, and H_o is rejected (Table 1). It means that there is an influence of the Quality of Academic Services on the Quality of Graduates of Modern Islamic Boarding Schools.

Table Coefficients Variable X1 to Y

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas		
(Constant)	28,179	6022		4,679	.000
1 Academic Service Quality	.241	.100	.298	2,398	.020

a. Dependent Variable: Quality of Modern Islamic Boarding School Graduates



The Influence of Learning Management on the Quality of Modern Islamic Boarding School Graduates

Learning management is a benchmark in the success of the process towards achieving learning objectives. Learning management is the managing stage, in which planning, organizing, controlling, and evaluating activities related to students' learning process (Gemnafle & Batlolona, 2021). this learning process involves interaction between students and educators and learning resources in a learning environment to produce optimal learning learning (Nursalim, 2018).

Learning management at the Al-Ikhlas Putri Kuningan Modern Islamic Boarding School affects the quality of modern Islamic boarding school graduates by 26.7% based on the R Square value = 0.267. At the same time, the rest (100% - 44% = 56%) is influenced by other variables not examined in this study, such as extracurriculars, facilities and infrastructure, etc., with a significance value of 0.00. This value is less than 0.05, so H_a is accepted, and H_o is rejected (Table 2). it means that there is an influence of Learning Management on the Quality of Modern Islamic Boarding School Graduates.

Table ANOVA Variable X2 to Y

ANOVA ^a					
Model	Sum of Squares	df	MeanSquare	F	Sig.
Regression	246,745	1	246,745	21,530	.000 ^b
residual	676,173	59	11,461		
Total	922,918	60			

a. Dependent Variable: Quality of Modern Islamic Boarding School Graduates

b. Predictors: (Constant), Learning Management

The Effect of Academic Service Quality and Learning Management on the Quality of Modern Islamic Boarding School Graduates

The quality of academic services and learning management positively influences the quality of pesantren graduates. Even though the quality of academic services does not have a significant effect, if the quality of academic services is optimally improved, it can have a better effect on the quality of graduates, as well as learning management by utilizing and optimizing the

facilities and a set of tools that have been provided, it will produce quality graduates.

Based on the results of testing the quality of academic services and learning management on the quality of graduates of modern Islamic boarding schools, the value of R Square = 0.281 means that the variable quality of academic services and learning management variables have a simultaneous effect on the quality variable of modern Islamic boarding schools graduates by 28.1%. In contrast, the rest is influenced by factors not examined in this study. Based on the value of Sig. = 0.000 < 0.05, it is stated that the quality of academic services and learning management influence the quality of graduates of modern Islamic boarding schools simultaneously (Table 3).

Table 3. ANOVA Variables X1 and X2 to Y

ANOVA ^a						
Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	259,314	2	129,657	11,33	.000
	residual	663,604	58	11,441	2	^b
	Total	922,918	60			

a. Dependent Variable: Quality of Modern Islamic Boarding School Graduates

b. Predictors: (Constant), Learning Management, Academic Service Quality

DISCUSSION

Every academic service staff has at least pedagogical competence; professional competence; personality competence, and social competence. The quality of academic services at the Al-Ikhlas Putri Modern Islamic Boarding School has an effect of 8.9% on the quality of graduates of modern Islamic boarding schools. This influence could be even more significant if academic services at Modern Al-Ikhlas Putri Islamic Boarding School were improved. It is in line with a study by Rahayu, which states that the quality of academic services affects student achievement (Rahayu et al., 2021). From the description of the



discussion above, it can be assumed that the higher the quality of academic services, the higher the quality of pesantren graduates.

It is also in line with the research results of Irna Siskatrin Suhaylide (2014), which states that the quality of academic services has a strong relationship with student satisfaction at Bandung Tourism College (Suhaylide, 2013). It means the quality of academic services at Bandung Tourism College has reached the level of student satisfaction. It is also in line with the research results of Rita Prima Bedriyanti (2015), which states that academic services are related to aspects related to the quality of lectures where parties such as students, lecturers, and others can feel satisfaction, therefore existing academic services need to be improved, through facilities, lecture materials, and a set of tools which ultimately can shape the ability to the quality of graduates to the fullest (Bedriyanti, 2015).

Learning management that takes place at Modern Al-Ikhlâs Putri Kuningan Islamic Boarding School is not much different from learning at other Islamic boarding schools, namely that there are face-to-face activities between teachers and students, have classroom facilities for learning, meaning that the learning process is provided in a particular room and does not take place anywhere. There is a learning schedule and facilities that support it as a hope that the learning process can run effectively and efficiently. Well-organized learning management will increase student motivation in learning (Rahman, 2017). This high motivation will then encourage student achievement in learning as a benchmark for the quality of learning (Lilawati, 2020). Professional teachers with the competence and mastered science and technology must carry out effective and quality learning (Utami & Hasanah, 2020). aside from that have skills in teaching, have the commitment to carry out the learning process, be responsible for their duties and obligations, and have good moral ethics (Ahyanuardi et al., 2018).

Based on the description of the discussion above, it can be interpreted that the better the learning management at the Al-Ikhlâs Putri Kuningan Modern Islamic Boarding School, the better the quality of Islamic Boarding School graduates will be. It is essential to the attention of the Head of the Modern Al-Ikhlâs Putri Kuningan Islamic Boarding School to carry out efforts to improve the quality of graduates so that in terms of quality, they can be compared with graduates of formal education equivalent to other high schools.

It is in line with the results of Tarsiman's (2018) , which states that learning management has a good relationship with the quality of graduates at State Junior High Schools in sector V Indramayu Regency (Tarsiman, 2018). The quality of graduates can also be improved if the implementation of existing learning management is further developed, which can be done by preparing lesson plans, organizing learning, motivating students in learning, implementing the learning process, monitoring and evaluating learning so that the quality of graduate students is of very satisfactory quality.

The combination of the quality of academic services and learning management has a pretty good influence on improving the quality of pesantren graduates at the Al-Ikhlâs Putri Kuningan Modern Islamic Boarding School. The output of education is the performance of institutions and the achievements of educational institutions resulting from the learning process (Dacholfany, 2017). Institutional performance can be measured by quality, effectiveness, productivity, efficiency, innovation, quality and work morale (Wiyani, 2011). Especially those related to the quality of educational institutions, can be demonstrated by student achievement in the academic and skills domains. The quality of educational institutions can also be influenced by the number of interrelated activities, such as the competence of educators, the learning process in educational institutions, and the completeness of learning facilities (Megasari, 2020). Thus the teacher has an essential role in improving the quality of Islamic boarding school graduates, the teacher aspect lies in the educational process, so that how the teacher plays a role in involving students in the learning process, and good learning management is needed.

It is in line with Wresni Pujianti's (2018) which states that the competence of school principals and learning management positively influences the quality of graduates (Pujiyati, 2018). Improving the quality of graduates of public junior high schools in sector V of Indramayu Regency is carried out by effectively implementing school competencies and learning management to synergize with each other. Likewise, in this study, if the implementation of academic services and learning management synergize, they can also produce quality graduates.



CONCLUSION

This study shows that the quality of academic services and learning management simultaneously influence the quality of modern pesantren graduates. These two independent variables significantly influence the quality of graduates from Islamic boarding schools. It has implications for improving the quality of academic services provided by Islamic boarding schools. In addition, the learning management process must be encouraged to bring closer the development of the latest learning theories. Nevertheless, this study has limitations on the observed variables. Future studies are expected to develop other, more comprehensive variables further.

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