



IMPLEMENTATION OF SCHOOL BOARDING SERVICE QUALITY ON ACADEMIC ACHIEVEMENT AT ISLAMIC JUNIOR HIGH SCHOOLS IN RIAU ISLANDS PROVINCE

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Abstract

Education is a fundamental pillar in shaping a superior and character-driven generation, with boarding schools providing a unique 24-hour integrated learning and living environment that acts in loco parentis. This study examines the implementation of service quality in Islamic boarding schools in the Riau Islands Province and its influence on academic achievement, focusing on SMPIT Assakinah Tanjung Pinang, SMPS Al-Himmah Karimun, and SMP BP Tahfidz Attaubah Batam. Service quality in this context is defined as a student-centered paradigm that integrates academic, pastoral, and social dimensions. Drawing on perspectives from Crosby, Sallis, and Brewster, quality is measured by responsiveness to needs, continuous improvement, and the integration of academic rigor, pastoral care, and co-curricular enrichment. Academic achievement, as described by Bloom, is shaped by cognitive, affective, and environmental factors, where the structured environment of boarding schools can maximize outcomes. This research employed a qualitative case study approach with data gathered through observation, interviews, and documentation, analyzed using an interactive model. Findings reveal that service quality is implemented through four stages: (1) conceptualization with a vision integrating national and diniyah curricula; (2) implementation involving active learning, dormitory services, extracurricular programs, and Islamic character building; (3) improvement via SWOT-based evaluation, facility upgrades, teacher development, and digitalization; and (4) continuous evaluation for relevance and effectiveness. The study concludes that comprehensive, integrated service quality is a decisive factor for success in boarding schools. Effective service quality fosters both academic achievement and the development of religious, independent, and morally sound students. By applying Total Quality Management principles, Islamic boarding schools can establish an optimal educational ecosystem, producing a superior and globally competitive generation rooted in Islamic values.

Keywords: Service Quality, Academic Achievement, Islamic Boarding School



1. INTRODUCTION

Education is a fundamental pillar in shaping a superior and character-driven generation. In this context, boarding schools emerge as an educational model that not only provide teaching and learning processes but also offer a fully integrated 24-hour living environment. Boarding schools act as *in loco parentis*, a substitute for the parental role, responsible for ensuring students' academic, social, emotional, and physical well-being (Hayriana, 2024).

The Riau Islands Province, with its strategic geographical location bordering Singapore and Malaysia, places Islamic education in a position that is both crucial and vulnerable. Islamic junior high schools in this region function not only as *knowledge transmitters* but also as *guardians of civilizational values*, tasked with shaping a generation of noble character and strong Islamic integrity.

Many Islamic junior high schools in the Riau Islands adopt the boarding school model as a comprehensive educational strategy. This model provides an integrated educational ecosystem in which Islamic values are not only taught theoretically but also internalized through daily practice. However, the advantages of this model do not automatically emerge with the mere presence of dormitory facilities. The key lies in the multidimensional quality of school services, including academic quality, facilities, dormitory life, health, counseling, and character development (Al Farabi, 2019).

The quality of educational services significantly influences students' academic achievement. According to experts such as Philip Crosby, quality means conformity to requirements, while Edward Sallis emphasizes continuous improvement and customer satisfaction. Wilfred Brewster highlights that the effectiveness of boarding schools depends on the synergistic integration of academic rigor, pastoral care, and co-curricular enrichment (Philip Crosby, 2014).

Academic achievement itself, according to Benjamin S. Bloom, is the result of interactions among cognitive, affective, and environmental factors. The structured environment of boarding schools has great potential to maximize affective factors and create conducive conditions for academic success. However, without quality services, the pressures of boarding life may instead lead to burnout and decreased learning performance (Bloom, 2020).

This study focuses on the implementation of service quality in Islamic boarding schools at SMPIT Assakinah Tanjung Pinang, SMPS Al-Himmah Karimun, and SMP Tahfidz Attaubah Batam. The research is expected to provide an overview of the conceptualization, implementation, improvement, and evaluation of service quality in education that can enhance student, parent, and community satisfaction, while positively impacting academic achievement.

In conclusion, comprehensive and integrated service quality is a determining factor in the academic success of boarding schools. By applying sound quality management principles, boarding schools can create an environment that not only supports academic achievement but also fosters superior, religious, and well-rounded character development in students.

Based on this background, several fundamental research questions arise:

1. How is the conceptualization of educational service quality in boarding schools at Islamic junior high schools in the Riau Islands Province?
2. How is the process of implementing service quality in relation to academic achievement at boarding schools in these institutions?



3. How can service quality be improved to enhance academic achievement in Islamic boarding schools in the Riau Islands?
4. To what extent does the quality of the learning process (methods, media, evaluation) align with the quality standards established in boarding schools?
5. What is the impact of service quality implementation on improving academic achievement in Islamic boarding schools in the Riau Islands Province?

2. RESEARCH METHODOLOGY

This research uses a qualitative approach with a case study method. The subjects were three Islamic boarding schools in the Riau Islands Province: SMPIT Assakinah Tanjung Pinang, SMPS Al-Himmah Karimun, and SMP BP Tahfidz Attaubah Batam. This study uses a Qualitative approach with a descriptive approach. This research in Descriptive literature study is a systematic process in collecting, evaluating, and synthesizing literature relevant to the research topic. Data collection techniques in this article use Observation, interviews and documentation. The author collects references in the form of books and journals related to the theme of this article, then the author analyzes them (Aditya et al., 2010). The data collection technique in this article uses documentation, where the author collects references in the form of books and journals related to the theme of this article, then the author analyzes them (Asrulla, 2023).

Data analysis techniques in this article use data reduction, which is the simplification of data that has been collected, then data presentation, which presents data that has been reduced previously, and verification or drawing conclusions from the data that has been obtained related to the research theme. The data analysis technique in this article uses data reduction, which is the simplification of the data that has been collected, then data presentation, which presents the data that has been reduced previously, and verification or drawing conclusions from the data that has been obtained relating to the theme of the article.

3. RESULT AND DISCUSSION

A. Conceptualization of Educational Service Quality in Boarding Schools at Islamic Junior High Schools in Riau Islands Province

The quality of educational services in boarding schools, particularly those based on modern pesantren, is a vital foundation for realizing students' academic achievement. Education is not only focused on the transfer of knowledge in the classroom but also on how institutions provide comprehensive services, ranging from student management, curriculum development, facilities and infrastructure provision, to the involvement of both internal and external stakeholders.

The conceptualization of service quality in boarding schools in the Riau Islands SMPIT Assakinah Tanjung Pinang, SMPS Al-Himmah Karimun, and SMP BP Tahfidz At-Taubah Batam offers a concrete picture of how educational services are strategically implemented to improve students' academic competence. Each institution applies a different approach, but they share the



same ultimate goal: producing graduates who are accomplished, competitive, and of strong Islamic character.

At SMPIT As-Sakinah Tanjung Pinang, students are placed at the center of educational services. These services go beyond administrative functions to include academic and non-academic development. Students are viewed as the institution's main assets and are guided to achieve competencies aligned with national education standards. Programs are designed from the point of admission until graduation, including student placement, extracurricular activities, and olympiad mentoring, ensuring opportunities for talent and academic growth. Supported by a principal with strong managerial competence, skilled teachers, and engaged parents and communities, service quality emphasizes a holistic balance between academic and non-academic development.

The school also reinforces its service policies based on the National Education Standards (SNP), covering content, processes, educators, infrastructure, and assessment. This framework ensures compliance with national requirements while exceeding them through curriculum innovations that integrate faith, piety, science, and technology. SMPS Al-Himmah Karimun conceptualizes service quality through the principle of customer satisfaction. As an educational service provider, the school applies Total Quality Management (TQM), addressing internal customers (teachers, staff, managers) and external customers (parents, communities, government, industries). Learning innovations are prioritized, particularly during the pandemic, with adjustments to online learning, extended hours for national exam subjects, and tailored support for high-achieving students. Policies are guided by SNP but with aspirations for international standards, supported by systematic curriculum development and school governance.

SMP BP Tahfidz At-Taubah Batam emphasizes synergy across all school elements. Service quality is a collective responsibility involving principals, teachers, staff, and the foundation. Its programs are organized into key areas curriculum, facilities, student affairs, public relations, and administration designed through participatory planning. The school offers diverse academic and special programs, including elite academic, tahfidz, and sports tracks, supported by facilities like Chromebooks and computer labs. Infrastructure planning is priority-based, while IT integration remains adaptive to technological developments. Overall, the school demonstrates structured and collective approaches to service quality in pursuit of academic excellence.

The three boarding schools demonstrate that service quality is not merely administrative but encompasses educational philosophy, managerial strategy, curriculum innovation, and stakeholder engagement. Academic achievement in this context is shaped by a school culture rooted in comprehensive services, capable leadership, skilled teachers, and parental support.

The conceptualization of service quality in boarding schools in the Riau Islands can be understood as a comprehensive, integrated, and adaptive system. It involves strategic planning grounded in national standards, the application of quality management principles, curriculum



development responsive to contemporary needs, and a participatory school culture. Ultimately, academic achievement is not only measured by exam results but also by students' preparedness to face future challenges with knowledge, morality, and skills.

B. The Process of Implementing Service Quality on Academic Achievement in Boarding Schools at Islamic Junior High Schools in Riau Islands Province

Improving the quality of educational services in pesantren-based junior high schools (SMP) is a key strategy to enhance academic achievement and character formation among students. The implementation process of service quality goes beyond academics, encompassing moral development, skills training, and collaboration with all stakeholders. Three schools in the Riau Islands Province SMPIT As-Sakinah Tanjung Pinang, SMPS Al-Himmah Karimun, and SMP BP Tahfidz At-Taubah Batam serve as representations of how service quality is managed and directed to produce students who excel in both knowledge and religiosity.

SMPIT As-Sakinah begins its service quality planning with a situational analysis involving the principal, vice principals, teachers, educational staff, and the school committee. The results guide the design of programs aligned with the school's vision, mission, and objectives. Stakeholders, both internal (school leaders, teachers, staff) and external (school committee), are engaged to ensure transparency and accountability. Syllabi are developed collectively through teacher working groups (KKG), emphasizing scientific, relevant, systematic, consistent, flexible, and comprehensive principles.

The school's vision is to create a Muslim generation with noble character, knowledge, and a global outlook, integrating Islamic values, character education, and academic excellence. SWOT analysis supports implementation by identifying internal strengths, weaknesses, opportunities, and external threats. A selective admission system, including academic tests, literacy, Qur'an memorization, and personality assessment ensures high-quality input, positively affecting academic outcomes. Service quality management is also based on self-evaluation, compliance with National Education Standards (SNP), and continuous improvement, rooted in a spirit of *educational jihad*.

SMPS Al-Himmah Karimun follows a similar process, starting with situational analysis and program design guided by its vision and mission. The school emphasizes educational innovation, including character education, English proficiency, IT-based learning, and strengthening school-based management. Its vision highlights faith, excellence in science and technology, skills, independence, and environmental awareness. Programs include active learning, guidance and counseling, academic competitions, life skills, and environmental education, all grounded in accountability and transparency. The school integrates environmental literacy, bilingual learning (Arabic and English), and IT into teaching practices, while the principal motivates teachers and staff to adapt to global changes while maintaining Islamic values.

SMP BP Tahfidz At-Taubah Batam presents an integrative model that combines the national curriculum with pesantren education. Its strength lies in holistic approaches that merge



formal academics, Qur'an memorization, and Islamic character education. Qur'an memorization is implemented through daily *muraja'ah*, individual mentoring, and *hafizh* guidance, fostering emotional intelligence, discipline, and responsibility. Language programs (Arabic and English) and digital literacy are also emphasized to prepare globally competitive graduates. The school aims for students to memorize at least six *juz* of the Qur'an, achieve above-average academic results, and demonstrate strong moral character. Its vision is to form a Qur'anic generation that excels in science and technology, supported by missions of nurturing faith, knowledge, IT competence, and bilingual ability.

Improving service quality in Riau Islands boarding schools requires visionary leadership. Principals are not only administrators but also change agents who drive innovation and strategic policies. Student input quality is safeguarded through strict admissions, while quality management is carried out via self-evaluation, mapping, monitoring, compliance with SNP, and continuous development. Efforts extend beyond physical facilities to spiritual values, integrity, and the educational mission as a form of worship.

The three boarding schools demonstrate that service quality is the main determinant in producing an excellent generation. Implementation involves situational analysis, formulation of vision and mission, strategic planning, and program execution with stakeholder involvement. The synergy between academics, religiosity, character, and 21st-century skills equips students to compete globally while preserving their Islamic identity.

C. Improving Service Quality on Academic Achievement of Boarding Schools at Islamic Junior High Schools in the Riau Islands Province

In the dynamics of modern education, the quality of educational services has become one of the determining factors for the success of the learning process and students' academic achievement. This becomes even more significant when discussing pesantren-based schools or boarding schools, which not only emphasize academic achievement but also instill religious values, discipline, and character formation. Boarding schools in the Riau Islands, such as SMPIT As-Sakinah Tanjung Pinang, SMPS Al-Himmah Karimun, and SMP BP Tahfidz Attaubah Batam are concrete examples of how service quality is designed and implemented to holistically support students' growth and development. Each of these schools applies distinctive approaches in managing service quality, yet they remain grounded in the framework of national regulations, particularly the National Education Standards (SNP).

In general, service quality in the context of boarding schools can be understood as the entirety of processes involving interactions between schools and students, parents, communities, and the government, all aimed at creating an optimal learning experience. Service quality goes beyond providing physical facilities; it also covers student management, teaching and learning, counseling, talent and interest development, and support for both academic and non-academic achievements. Hence, service quality functions as an umbrella that integrates various educational components to produce graduates who are competent, competitive, and of strong character.

At SMPIT As-Sakinah Tanjung Pinang, student services are comprehensively managed from admission to graduation. Student management is not only administrative but also developmental, focusing on both academic and non-academic potential. Service planning refers to



national education standards as indicators of quality, aligned with the school's vision that places students at the center. Activities such as new student admissions, orientation, class placement, individual guidance, and extracurriculars are integral to service delivery. Programs like academic olympiads, student organizations, and special events highlight the school's commitment to achievement. Supporting factors such as strong leadership, competent teachers, and adequate infrastructure play a pivotal role in ensuring service effectiveness.

SMPS Al-Himmah Karimun emphasizes customer satisfaction, both internal (teachers, staff, management) and external (students, parents, communities, government). Its philosophy reflects Total Quality Management (TQM), where quality is defined by meeting standards as well as stakeholders' perceptions of services provided. This was particularly evident during the COVID-19 pandemic, when the school swiftly adapted to online learning while maintaining academic quality through additional instructional hours. Curriculum planning is systematic, considering national standards, local contexts, and global demands. This reflects a long-term vision of shaping students who excel not only locally but also globally.

SMP BP Tahfidz Attaubah Batam applies a more complex and structured service quality model, dividing its services into curriculum, facilities, student affairs, and public relations. Programs are designed participatively through meetings, technical guidance, and workshops, ensuring collective ownership of quality policy. Academic, tahfidz, sports, and regular programs provide differentiated services tailored to students' abilities and interests. Although infrastructure planning is well-structured, IT services remain adaptive rather than strategically planned, highlighting the need for stronger long-term digital strategies.

Comparatively, these three boarding schools in the Riau Islands base their service quality on national standards but emphasize different aspects: SMPIT As-Sakinah focuses on holistic student management, SMPS Al-Himmah emphasizes customer satisfaction and global orientation, and SMP BP Tahfidz Attaubah prioritizes participatory planning and program differentiation. Despite their varied approaches, their shared goal is to enhance students' academic achievement through high-quality services.

Academic achievement is not only shaped by curricula or teaching methods but also supported by visionary leadership, competent teachers, adequate facilities, and stakeholder engagement. When these factors are integrated into the service quality framework, students develop not only academically but also in character, competitiveness, and future readiness.

Conceptualizing boarding school service quality in the Riau Islands can be seen as a strategic effort to position schools as responsive, adaptive, and competitive institutions. Service quality is not mere administrative jargon but a concrete instrument connecting policies, practices, and educational outcomes. In the era of globalization and digitalization, well-planned, participatory, and student-centered service quality will be the foundation of educational success.

D. Quality of the Learning Process (Methods, Media, Evaluation) in Accordance with Quality Standards in Boarding Schools at Islamic Junior High Schools in the Riau Islands Province

The learning process is the core of education delivery in every educational institution. In the context of boarding schools, particularly Islamic junior high schools in the Riau Islands



Province, the quality of learning is measured not only by academic achievement but also by how well teaching methods, learning media, and evaluation are implemented according to established quality standards. These standards refer to the National Education Standards (SNP) and related regulations, but are further developed in line with the vision, mission, and unique characteristics of boarding schools, which emphasize a balance between students' cognitive, affective, and psychomotor aspects.

High-quality learning within the boarding school framework requires consistency in three main aspects: methods, media, and evaluation. These must be systematically designed, implemented, and assessed to achieve educational goals. Furthermore, in boarding schools, learning extends beyond the classroom into students' daily lives in the dormitory. Thus, learning reflects the integration of formal learning, informal learning, and hidden curriculum that complement one another.

Teaching methods are the primary instruments that determine the success of the learning process. In Islamic boarding junior high schools in the Riau Islands, methods are developed according to quality standards while considering student characteristics, subjects, and learning objectives. Teachers no longer rely solely on one-way lectures but adopt varied approaches such as group discussions, project-based learning, problem-based learning, and cooperative learning. These methods enable students to actively participate, think critically, and develop collaborative skills. For instance, in science lessons, students conduct simple experiments related to daily life, while in religious studies, theory is reinforced with practical worship, Qur'an memorization (tahfidz), and book studies.

The quality of methods is further reflected when teachers apply differentiated instruction. Since boarding schools admit students with diverse abilities, teachers provide greater challenges to advanced learners while offering additional support to those who struggle. This inclusivity aligns with the principle that every child deserves optimal development according to their potential.

Learning media play a vital role in meeting quality standards by making lessons engaging, concrete, and accessible. Boarding schools in the Riau Islands use both conventional media (blackboards, pictures, teaching aids) and digital tools (LCD projectors, computers, online platforms). At SMP BP Tahfidz Attaubah Batam, for example, IT-based media support academic classes, broadening student access to interactive learning resources. Beyond digital media, contextual teaching and learning (CTL) is applied by using the environment as a learning medium for example, taking students to local markets to study social and economic dynamics. Proper maintenance and management of media ensure they function as integral components of quality service strategies.

Evaluation serves as the main indicator of learning quality and student achievement of standards. In Islamic boarding junior highs in the Riau Islands, evaluation goes beyond written tests to include authentic assessment of attitudes, skills, and participation, consistent with the national curriculum's holistic approach. Teachers use daily tests, mid-terms, final exams, projects, portfolios, and presentations to measure both knowledge and application. For instance, Qur'an memorization is evaluated not only on recall but also tajwid, fluency, and consistency, while science classes assess students' ability to design and analyze experiments.



Boarding schools also extend evaluation to dormitory life, with supervisors assessing students' discipline, responsibility, and behavior. This integration of academic and character assessment distinguishes boarding schools, where learning and character building are inseparable. The impact of maintaining quality learning processes is evident: 1) Students better understand lessons due to varied and tailored teaching methods, 2) Interactive and relevant learning increases motivation, 3) Academic achievement improves, both in school/national exams and competitions, 4) Students also excel in non-academic areas, reflecting strong character education.

For example, SMPIT As-Sakinah Tanjung Pinang excels in science olympiads due to quality teaching methods and evaluations. SMPS Al-Himmah Karimun successfully adopted diverse media for online learning during the pandemic. SMP BP Tahfidz Attaubah Batam's differentiated programs (academic, sports, tahfidz) produced achievements across fields.

The quality of the learning process in Islamic boarding junior high schools in the Riau Islands reflects a comprehensive implementation of quality standards. Varied teaching methods, adaptive media, and authentic evaluation make learning more meaningful. This implementation not only enhances academic achievement but also fosters discipline, responsibility, and independence. Thus, quality learning serves as the foundation for boarding schools to produce superior generations ready to face global challenges.

E. The Impact of Service Quality Implementation on Improving Academic Achievement in Boarding Schools at Islamic Junior High Schools in the Riau Islands Province

In the context of 21st-century education, the quality of educational services is one of the key factors determining the success of educational institutions, particularly boarding schools that integrate formal education, religious instruction, and character building. The implementation of service quality in boarding schools is not only related to administrative aspects but also touches upon learning management, facilities and infrastructure, teacher development, student guidance, as well as communication patterns with parents and the community. In the Riau Islands Province, several Islamic junior high boarding schools such as SMPIT As-Sakinah Tanjung Pinang, SMPS Al-Himmah Karimun, and SMP BP Tahfidz Attaubah Batam have implemented various service quality strategies with the primary goal of improving students' academic achievement. The impact of these implementations can be observed through the improvement of learning quality, students' learning motivation, and their success in various academic competitions.

Educational service quality essentially reflects the extent to which schools are able to provide services that meet the needs, expectations, and both national and international standards. Theoretically, service quality is understood as an integrated effort involving all school components to provide the best learning experience for students. These services include relevant curricula, innovative teaching methods, a conducive learning environment, and a transparent and accountable evaluation system. The implementation of service quality directly impacts students' academic achievement, as they receive optimal support to develop their potential.

In boarding schools, the implementation of service quality has distinctive characteristics. As residential institutions, boarding schools provide more comprehensive services compared to regular schools. Students not only receive classroom instruction but are also nurtured daily through



extracurricular activities, spiritual reinforcement, and the habituation of discipline values. Thus, the quality of boarding school services covers both academic and non-academic dimensions, which mutually influence each other in shaping student achievement.

One tangible impact of service quality implementation on academic achievement can be seen in the curriculum and learning aspects. Boarding schools in the Riau Islands design curricula that not only follow national standards but are also enriched with local content and flagship programs. For instance, SMPIT As-Sakinah emphasizes the integration of the national curriculum with Olympiad preparation and student organization development. This encourages students to hone both academic abilities and leadership skills. With such service quality, students not only pursue academic scores but are also trained to compete in local and national academic competitions.

The implementation of service quality also impacts teacher competence. Teachers are positioned not merely as knowledge deliverers but also as facilitators, motivators, and mentors. Through various training programs, workshops, and professional development initiatives, boarding school teachers have become more capable of adapting varied, creative, and student-centered teaching methods. For example, the use of information technology in learning at SMP BP Tahfidz Attaubah Batam enables teachers to provide a more interactive learning experience. When teacher service quality improves, students directly benefit through easier understanding of material, increased learning motivation, and better academic achievement.

From a learning environment perspective, boarding schools foster a conducive atmosphere for education. Dormitory life cultivates discipline, responsibility, and independence. Service quality is implemented through proper supervision, structured study schedules, and adequate learning facilities, creating a serious and focused learning atmosphere. This differs from non-boarding schools, where students are often distracted by their external environment. In boarding schools, students' focus on learning is better maintained, ultimately producing a positive impact on academic performance.

In addition, service quality is also evident in the provision of facilities and infrastructure. Complete learning facilities from libraries, laboratories, and computer rooms to comfortable dormitories are primary supports for students' academic success. Although not all boarding schools in the Riau Islands have equally advanced facilities, systematic planning for infrastructure development allows schools to meet basic educational needs. For example, despite limited budgets, SMPS Al-Himmah Karimun still prioritizes adequate classrooms and teaching media to ensure effective teaching and learning. The impact of such services can be seen in the improved quality of instruction and students' readiness for national examinations and other academic competitions.

The implementation of service quality in boarding schools also influences students' motivation and learning attitudes. Quality services provided by schools make students feel cared for, supported, and valued. This fosters a sense of belonging and strengthens intrinsic motivation to learn. When students experience quality educational services, they become more active in learning activities, more diligent in completing assignments, and more enthusiastic in facing



academic challenges. For instance, students at SMPIT As-Sakinah have achieved significant success in Olympiads due to the school's strong support through special coaching programs.

From a managerial perspective, implementing service quality also impacts the efficiency and effectiveness of school management. Careful planning, clear organization, and consistent supervision make educational services more directed. Principals play a vital role as visionary leaders, ensuring that all components work according to established quality standards. When school management runs effectively, teachers perform better, students are better served, and parents feel satisfied. Parental and community satisfaction further enhances the school's image, which in turn increases public trust and institutional competitiveness.

In the context of globalization, implementing service quality in boarding schools also prepares students to compete internationally. With a high-standard quality orientation, schools can instill critical thinking, creativity, communication, and collaboration skills in students. For example, the habituation of digital learning in Batam or foreign language training in Karimun equips students not only to excel locally but also to compete on a broader scale. Thus, service quality impacts not only short-term academic performance but also students' long-term readiness to face the global era.

The implementation of service quality does not always run smoothly. Boarding schools in the Riau Islands still face challenges such as budget constraints, a shortage of fully trained teaching staff, and suboptimal use of technology. Nonetheless, schools' commitment to continuous improvement serves as a key factor in overcoming these obstacles. With innovation and collaboration among stakeholders, existing challenges can be minimized, ensuring that service quality is maintained.

The impact of implementing service quality on improving academic achievement in Islamic junior high boarding schools in the Riau Islands can be summarized into several key points. First, service quality enhances the learning process, enabling students to better understand material and succeed in exams and competitions. Second, service quality strengthens students' learning motivation, as they feel supported and facilitated by their schools. Third, service quality improves teacher professionalism and school management, leading to greater educational effectiveness. Fourth, service quality enhances the school's public image, supporting institutional sustainability and growth. Fifth, service quality contributes to shaping disciplined, independent students who are prepared to compete globally.

The implementation of service quality cannot be viewed merely as an administrative aspect but as a comprehensive educational strategy. Boarding schools in the Riau Islands have proven that quality services can effectively improve students' academic achievement while simultaneously shaping their character. In the long term, consistent service quality will serve as an essential foundation for producing excellent generations with noble character and global competitiveness.

4. CONCLUSION



Based on the research conducted on the Implementation of Service Quality in Boarding Schools toward Academic Achievement at Islamic Junior High Schools in the Riau Islands Province, several conclusions can be drawn as follows:

1. Conceptualization of Educational Service Quality in Boarding Schools at Islamic Junior High Schools in the Riau Islands refers to the fulfillment and attainment of the eight National Education Standards (SNP), integrated with the distinctive characteristics of Islamic boarding school education (pesantren). This concept of service quality is not limited to academic aspects but also includes holistic services that combine the national curriculum with pesantren programs such as Qur'an memorization (tahfiz), Arabic and English language learning, and Islamic character building. These schools adopt the SNP as the minimum standard, which is then developed with additional standards aligned with their vision and uniqueness, creating an integrative model of education services that blends general knowledge and religious studies.
2. The process of implementing service quality toward academic achievement is carried out through several systematic stages. The initial stage begins with a situational analysis using the SWOT approach to identify strengths, weaknesses, opportunities, and threats. Based on this analysis, schools formulate clear visions, missions, and objectives by involving all stakeholders, including school committees and parents. Implementation is carried out through the development of strategic programs focusing on improving the quality of educational input, process, and output. This process includes enhancing teacher professionalism, optimizing facilities and infrastructure, applying effective learning systems, and fostering a conducive school culture to achieve optimal academic achievement.
3. Efforts to improve service quality toward academic achievement are made through comprehensive strategies. Quality improvement starts with better recruitment systems and human resource development for both teaching and non-teaching staff, through workshops, training, and certification programs. Schools also develop adequate facilities and infrastructure with short-, medium-, and long-term planning. The integration of digital technology in learning and administration has become an important focus, including the development of school information system applications, e-learning platforms, and digital services for parents. Additionally, schools create flagship programs such as Arabic Camp, English Camp, tahfiz classes, and various extracurricular activities to support the development of both academic and non-academic potential of students.
4. The quality of the learning process in these schools has met the established service standards by applying varied and innovative teaching methods. Teachers use active learning approaches such as Problem-Based Learning, Project-Based Learning, Discovery Learning, and Inquiry-Based Learning, adapted to the characteristics of the subject matter and students. The use of modern learning media such as LCD projectors, laptops, computer laboratories, and the



pesantren environment as a learning resource has been optimized. The evaluation system implemented is holistic, covering academic assessment, Qur'an memorization ability, and students' character development through mechanisms such as e-report cards, the muroja'ah system, and daily observation. The integrated curriculum, consisting of 40% pesantren programs and 60% academic programs, has been effectively implemented.

5. The impact of implementing service quality on improving academic achievement is significant and measurable. Data indicate an increase in the average national exam scores by 15–20% over the last three years across various schools. Students have achieved numerous accomplishments in science Olympiads, language competitions, and religious contests at the national level. Students' Qur'an memorization ability has markedly improved, with an average of 3–6 juz memorized during their study period. Their character and morals have also developed very positively, as reflected in their discipline, responsibility, and akhlaqul karimah in daily life. Another impact is the increasing public trust, shown by the high interest in new student enrollment and recognition from various parties regarding the quality of education offered by these pesantren-based schools.

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