

## Strengthening Quality Culture Through Academic Services in Urban Private Madrasah: A Case in Indonesia

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### Abstract

Achieving the quality of Islamic educational institutions, especially madrasahs in Indonesia, requires strong instruments, especially quality culture. Building a culture of quality and academic services in madrasah is expected to strengthen excellence with other educational institutions. Unfortunately, not all madrasahs have a focus on creating a culture of quality and academic services in both urban and rural areas. The study of quality culture and academic services has been widely studied at the university level, but not much studied in madrasahs so that is the motivation for this research. The research purpose is to analyze the influence of quality culture on academic services in urban madrasahs. The research method uses quantitative with a survey approach. The research location at Madrasah Aliyah (MA) Darul Irfan, Serang City of Banten Province. Sampling using purposive techniques on students. The primary data was sourced from interviews and observations, while the secondary data were from literature studies and documentation. Data analysis techniques use correlation tests to find the strength of influence between variables. The research results showed a positive and quite strong influence between academic services on the quality culture of private madrasah in urban areas. The research implication is that better academic services will strengthen the quality culture of the madrasah.

**Keywords:** Madrasah, Urban, Quality Culture, Academic Services, Strengthening

### Introduction

Contribution to the future of Islamic education is adaptive, responsive, contemporary, future-oriented, balanced, quality-oriented, egalitarian, democratic, quality, and dynamic. For this reason, Islamic educational institutions can change the new paradigm of education oriented

towards strengthening quality because all interrelated activities contribute to the achievement of quality education (Hamdi, 2019).

Madrasah is a form of Islamic education characterized by the tradition of Indonesian Islamic educational institutions. Providing informal and formal education services, Madrasahs should adopt modern educational elements embedded in the national education system to improve its quality (Machali & Hidayat, 2016). Islamic educational institutions in Indonesia experienced positive growth with a total of 87,517 units with the number of students reaching 10,464,648 people (Ministry of Commerce, 2022).

Building a culture in Islamic educational institutions as an organization, of course, must have policies and policies contained in binding legal provisions. Culture is part of the value of education that can characterize society so that it can have an impact in the short and long term (Herdiana et al., 2021; Putri & Ahmad, 2022). Unfortunately, not all Islamic educational institutions, especially madrasahs, focus on building a culture that creates quality education (Musfiqon, 2020; Mansir et al., 2022).

The quality of education as designed by the government is contained in the national education system law, it emphasizes that all education stakeholders are focused on building quality as a culture formed in the character of individuals and the educational environment itself (Yulianingsih, 2021). However, the road to quality in Islamic educational institutions still needs effort and hard work because accreditation which is the standard for education quality has not reached 100% due to constraints on human resources, curriculum, infrastructure, academic support systems, educational services and funding (Nugraha et al., 2021; Fadlan et al., 2023; Mohdlori et al., 2023).

The weak organizational culture in madrasah causes the quality of education not to be achieved optimally, as revealed Shihabudin et al (2023) that building organizational culture as part of quality education is very important. The reason, it is necessary to reorient and refocus on building madrasah in the era of global competition by strengthening the culture of quality and quality education so that better competence and character are built ('Ulyan et al., 2021; Idris et al., 2022).

Services are an important factor in building the quality of education, which all citizens of educational institutions need as a process in managing education. Services that are accustomed to exist in every educational institution are academic services, which serve related to information, administration, administration and curriculum to teachers, students and parents (Kemal, 2021; Triono et al., 2023). However, academic services in madrasahs are still weak due to limited facilities, teachers and education staff (Bahiyah & Wibowo, 2019). Previous research examined building a matrix model of quality culture in universities with a literature study (Verschueren et al., 2023). Testing the concept of quality culture in higher education with path analysis (Bendermacher et al., 2019). Examining the concept of trust-based higher education quality culture (Dzimińska et al., 2018). Meanwhile, who examined the influence of education quality culture on the perception of education services in secondary schools (Soria-García & Martínez-Lorente, 2020). Assessing the influence of madrasah quality culture on sausage capital (Supandi, 2018).

Achieving the quality of Islamic educational institutions, especially madrasah in Indonesia, requires strong instruments, especially quality culture. Madrasah in urban areas has the advantages of human resources, infrastructure and networks, but the number is dominant in rural areas. Building a culture of quality and academic services in madrasah is expected to strengthen excellence with other educational institutions. Unfortunately, not all madrasahs have a focus on creating a culture of quality and academic services in both urban and rural

areas. The study of quality culture and academic services has been widely studied at the university level, but not much studied in madrassas so that is the motivation for this research. Do urban madrassas tend to focus on a culture of quality and academic service?

Meanwhile, this study discusses how academic services are strengthened by the quality culture of madrasah as a motivation for research. Based on the background and previous research, the purpose of the study is to analyze the influence of quality culture and academic services in madrasah.

## **Literature Review**

### ***Quality Culture***

In educational institutions, culture becomes important as an identity or character that can develop individuals and society. In its implementation, culture cannot be separated from the function of living things that can adapt and survive according to time and place. Habituation that is carried out continuously will form a culture for meeting their needs (Alberto, 2016). For this reason, culture becomes a separate science in understanding social phenomena and human history.

Cultural implementation can be in the form of beliefs and goals shared and shared by members of the organization that have the potential to shape their behaviour and last long despite the change of members (Vilcea, 2014). For example, in existing educational institutions, this culture is in the form of greeting each other, mutual respect, tolerance and so on. Behavioural norms are methods that are commonly used in an organization that can last a long time because its members pass on behaviour to new members.

In educational institutions, culture can be in the form of always being enthusiastic about learning, always maintaining cleanliness, greeting politely and various other noble behaviours. What is meant by culture in educational institutions is the personality of the organization that distinguishes between one institution and another, in which members of the organization of the institution participate in carrying out their duties depending on the beliefs, values and norms that are part of the culture of the educational institution (Wu et al., 2011).

Educational institutions should be developed by values that are relevant to the school's vision, especially towards the learning process where the learning process is the main mission of the school. Therefore, the core values of the school should be directed at optimal learning services for students so that students can develop their potential optimally (Musfiqon, 2020). The development of a quality culture within the scope of education is very necessary, which is interpreted as an organizational value system that is conducive to the sustainability and sustainability of quality. This quality culture consists of values, traditions, procedures, and expectations about quality promotion (Bendermacher et al., 2019). Quality culture itself is an organisational culture value or it is said that quality culture is part of the organizational cultural values that exist in schools. Because the culture of quality is used as a manifestation of efforts to translate the vision into instrumental values that can be a guide for behaviour for all components of the school (Dahlgaard-Park, 2015). It is necessary to provide examples of values that must be applied by schools that want to implement their future vision through management based on cultural values.

Quality culture is an organizational value system that creates an environment conducive to continuous quality improvement. Quality culture consists of leadership values, motivators, environment, excellent programs, superior culture, achievement, commitment and harmony

built-in educational institutions so that they can continue the quality culture in the long term (Abdullah, 2019).

Quality culture is a value system of an organization that produces conducive environmental conditions in the formation of continuous improvement in terms of quality (Luburic, 2017). Quality culture consists of values, traditions, procedures, and expectations that prioritize quality in educational institutions such as universities, schools and Madrasah, which want to implement and build a quality culture as early as possible.

Thus quality culture is a value system that creates an environment conducive to continuous quality improvement with indicators of leadership, motivators, environment, excellent programs, superior culture, achievement, commitment and harmony.

### ***Academic Services***

The term service comes from the word service which means to help provide everything needed by others for acts of service. Every human being needs service, even extreme it can be said that service cannot be separated from human life. Talking about service means talking about a process of activity whose connotation is more abstract (invisible). Meanwhile, it states that services are activities or benefits offered by one party to another party that do not result in ownership (Kotler & Amstrong, 2012).

According to Sudiharto et al (2020) academic services are educational services that are directly related to primary customers (students) of educational institutions which include curriculum, lecture quality design syllabus, presentation material units, material presentation, evaluation, practicum, and guidance.

The quality of academic services is inseparable from academic principles, as for aspects of service as described by Kemal, (2021) as a principle of efficiency, about the use of existing resources including facilities, manpower, and others to support the success of administrative tasks; confidence with the knowledge and courtesy of administrative staff and their ability to engender trust and confidence; empathy with the condition to care, give personal attention to students; tangible with the appearance of physical facilities, equipment, and communication media

Thus, educational services related to primary customers, namely teachers and students, are related to academics in the madrasah with indicators of facilities, educators, education staff, measurable, constraints, responsiveness, assurance and empathy.

### **Method**

This study used a quantitative method with a survey approach. Quantitative research collects data from a group of respondents by giving various questions in the form of questionnaires (Morisson et al., 2012). While according to Creswell and Creswell (2018) Explaining survey research is a quantitative research method in which researchers conduct surveys to gather information about the views, opinions, behaviours, or unique characteristics of a sample or group of people.

Table 1

*Conceptual Definition of Research Variables and Instrument Items*

Variable	Conceptual	Indicator	No. Items Instrument	Amount Items Instrument
Academic Service (X)	Educational services related to primary customers, namely teachers and students related to academics at madrasas	Leadership	1,2	16
		Motivator	3,4	
		Environment	5,6	
		Excellent	7,8	
		Program		
		Excelece	9,10	
		Program		
		Achievement	11,12	
Quality Culture (Y)	A value system that creates an environment conducive to continuous quality improvement	Facility	1,2	16
		Teacher	3,4	
		Education Staff	5,6	
		Tangible	7,8	
		Reliability	9,10	
		Responsiveness	11,12	
		Assurance	13,14	
		Empathy	15,16	
<b>Total</b>				<b>32</b>

The research location is at private Madrasah Aliyah (MAS) Darul Irfan, Jl. Raya Jakarta, Km. 6, Kp. Lebak Gempol, Penancangan Sub-District, Cipocok Jaya District, Serang City, Banten Province. Research data are sourced from questionnaires, observations, documentation and literature studies. Data collection using questionnaire techniques given to active MA Darul Irfan students. Sampling method using *Probability sampling* by technique *stratified random sampling* aimed at estimating population parameters, the sampling procedure entails dividing the population into strata, randomly selecting samples from each strata, and combining the results (Fauzy, 2019). The student population of MA Darul Irfan for the 2023/2024 academic year is 108 so the total respondents in the study amounted to 54 as in the following table:

Table 2

*Determination of Respondent Sample*

Grade	Population	Stratified Random Sampling	Respondents
IX	42	50%	21
X	35	50%	17
XI	31	50%	16
Total	108	50%	54

Measurement of questionnaire instruments using a *Likert scale* (interval) between 1-5 with alternative answers strongly agree, agree, neutral, disagree and strongly disagree that has been widely done in research to measure perspectives, perceptions or feelings experienced by respondents responding to research questions or statements (Hanafiah et al., 2020).

Before testing the hypothesis, a validity test is carried out with *Product Moment* and instrument reliability with *Alpha-Cronbach* (Budiastuti & Bandu, 2018). The analysis requirements test is a normality test with *Kolmogrov-Smirnov or Lilliefors* and a homogeneity test with *T-test or Levene Statistic* (Hardani et al., 2020). Data analysis uses descriptive while testing with simple and multiple regression with *F-test*, as well as partial and multiple correlation tests with *Pearson* To test the effect and magnitude of the value of the influence of endogenous variables on exogenous variables. Analysis techniques using calculations with *Software Analysis* of SPSS version 28.00 (Cronk, 2018).

Explain the relationship between variables, namely academic services (X) to quality culture (Y) as shown below:

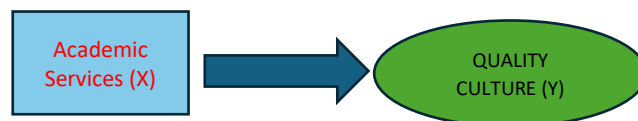


Figure 1. Diagram of Influence Between Research Variables

The research hypothesis submitted by the researcher proposed that there is a positive and significant influence of academic services on quality culture in private madrasah in urban areas.

## Results and Discussion

### Item Instrument Testing

#### *Test Validity and Validity*

All 32 instrument items were declared valid and used for 20 respondents as instrument tests. Test results with conditions are said to be Valid with *product moment* test If  $T\text{-test} > T\text{-table}$  ( $n=20-2= 0.44$ ) and vice versa if  $T\text{-test} < T\text{-table}$  ( $n=20-2= 0.44$ ), then it is said to be invalid as the following table:

Table 3

*Validity and Reliability Test Results of the Instrument*

No Items Instrument	Variable X		Variable Y	
	Product Moment	Alpha-Cronbach	Product Moment	Alpha-Cronbach
1	0.58		0.65	
2	0.70		0.67	
3	0.62		0.67	
4	0.53		0.36	
5	0.54		0.43	
6	0.53		0.58	
7	0.55		0.61	
8	0.58	0,85	0.68	0,88
9	0.59		0.73	
10	0.48		0.71	
11	0.70		0.59	
12	0.61		0.55	
13	0.62		0.62	
14	0.48		0.73	
15	0.66		0.66	
16	0.69		0.76	

\* Calculations using Microsoft Excel Program

Based on the table above, where the results of reliability tests using *Alpa-Crobach* obtained the following numbers of 0.85 (X) and 0.88 (Y), all of which are if the reliability value > 0.60 is said to be good and consistent, and vice versa if the reliability value < 0.60 is said to be not good and inconsistent.

From the explanation of the results of the validity and reliability of the instrument with 32 items and all of them are declared valid that have reliability and feasibility, it is recommended in the next analysis.

### Analysis Requirements Testing

#### *Normality Test*

In the normality test using SPSS version 28.00, it was produced that the variables obtained values above significance determined by the *Liliefors/Kolmogorov Smirnov* test, which was > 0.050, where 0.057 (X) and 0.200 (Y) were obtained which were above the significance specified as in the following table:

Table 4

*Recapitulation of Normality Test Results for Academic Service (X)*

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		54
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	6.17192180
Most Extreme Differences	Absolute	.169
	Positive	.169
	Negative	-.107
Test Statistic		.169
Asymp. Sig. (2-tailed)		<b>.057<sup>c</sup></b>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 5

*Recapitulation of Normality Test Results for Quality Culture (Y)*

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		54
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.54486000
Most Extreme Differences	Absolute	.105
	Positive	.105
	Negative	-.099
Test Statistic		.105
Asymp. Sig. (2-tailed)		<b>.200<sup>c,d</sup></b>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

With the above data that has been described, all research variables meet the requirements of the normality test and then the next stage can be carried out.

*Homogeneity Test*

In the homogeneity test using SPSS version 28.00, it was produced that the three variables obtained values above significance determined by the *Levene Test Statistic* test, which is > 0.050, where 0.339 (X) and 0.446 (Y) are all above the significance determined as in the following table:



Table 6

*Homogeneity Test for Academic Service (X)*

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Academic Service	Based on Mean	2.300	9	33	<b>.339</b>
	Based on Median	1.102	9	33	.389
	Based on the Median and with adjusted df	1.102	9	22.894	.400
	Based on trimmed mean	2.163	9	33	.052

Table 7

*Homogeneity Test of Quality Culture (Y)*

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Quality Culture	Based on Mean	2.125	11	34	<b>.446</b>
	Based on Median	1.500	11	34	.177
	Based on the Median and with adjusted df	1.500	11	21.944	.201
	Based on trimmed mean	2.001	11	34	.060

With the above data that has been described, all research variables meet the requirements of the homogeneity test and then the next stage can be carried out.

### Hypothesis Testing

#### *Regression Test*

In regression testing using SPSS version 28.00, it is produced that both variables get values above significance determined by the *F-test*, which is  $< 0.050$ , where  $0.000$  (X) and  $0.000$  (Y) or according to the comparison of *F-calculate* values  $> F$ -tables which are all above the specified significance as in the table as follows:

Table 8

*Regression Test for Academic Service (X) on Quality Culture (Y)*

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2047.646	19	107.771	<b>3.795</b>	<b>.000</b>
Within Groups	965.558	34	28.399		
Total	3013.204	53			

The significance level is  $< .050$  or  $F$ -hitung  $> F$ -Tabel (2,003)

Table 9

Regression Coefficient for Academic Service (X) on Quality Culture (Y)

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	<b>24.817</b>	6.159		4.030	.000
	Academic Service	<b>.609</b>	.092	.678	6.645	<b>.000</b>

a. Dependent Variable: Quality Culture

With the above data that has been described, all research variables meet the requirements of the regression test and get a positive regression coefficient:  $Y = 24.817 + 0.609 X$ . Then the next stage can be carried out.

*Linearity Test*

In the linearity test using SPSS version 25.00, it was produced that the three variables got a value above significance determined by the *F-test* of  $> 0.050$ , of which 0.249 (X, Y) passed the linearity test specified as in tables as follows:

Table 10

Linearity Test of Academic Service (X) on Quality Culture (Y)

			Sum of Squares	df	Mean Square	F	Sig.
Quality Culture* Academic Service	Between Groups	(Combined)	2047.646	19	107.771	3.795	.000
		Linearity	1383.694	1	1383.694	48.724	.000
		Deviation from Linearity	663.952	18	36.886	1.299	<b>.249</b>
	Within Groups		965.558	34	28.399		
	Total		3013.204	53			

The significance level is  $> .050$

With the above data that has been described, all research variables meet the requirements of the linearity test and then the next stage can be carried out.

*Correlation Test*

In the correlation test using SPSS version 28.00, it was produced that the variable got a value above significance determined by the *Pearson* test, which is  $> 0.050$ , where 0.678 (X, Y) contains a positive correlation determined as in the following table:

Table 11

Correlation Test of Academic Service (X) on Quality Culture (Y)

Correlations

		Quality Culture	Academic Service
Quality Culture	Pearson Correlation	1	<b>.678**</b>
	Sig. (2-tailed)		.000
	N	54	54
Academic Service	Pearson Correlation	<b>.678**</b>	1
	Sig. (2-tailed)	.000	
	N	54	54

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The significance level is < .050

With the above data that has been described, all research variables meet the requirements of the correlation test with a fairly strong criterion of 0.678 (X, Y). Based on the results of the analysis test, the following is explained through pictures about the analysis of the influence between the following research variables:

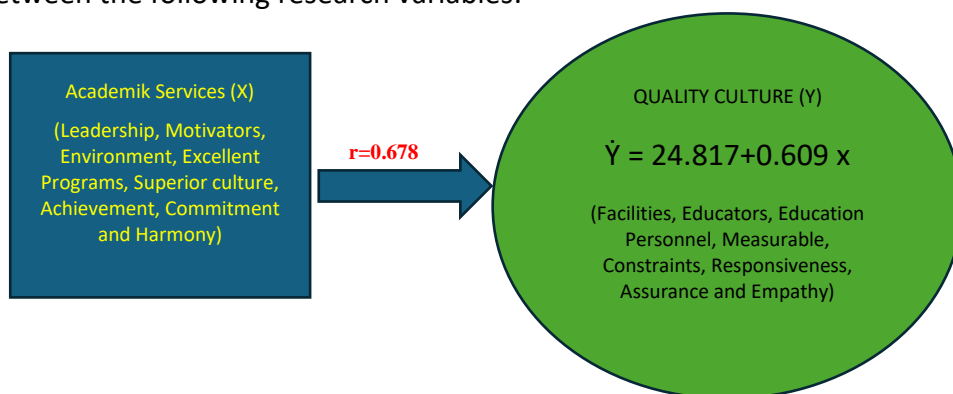


Figure 2. Analysis of the Influence Between Research Variables

Based on the results of the research analysis above, it is necessary to discuss the influence between variables as follows:

**The Effect of Academic Services (X) on Quality Culture (Y)**

Based on the research hypothesis, there is a positive and significant influence between academic services (X) on quality culture (Y) shown by a correlation of 0.678 with strong enough criteria. This indicates that the academic services carried out at MA Darul Irfan Serang City have a positive impact on school residents, where teachers, students and guardians are very interested in academic services such as student administration, academic reports, learning administration and curriculum.

The academic services owned by MA Darul Irfan are quite good because of the availability of infrastructure, human resources and information systems. This is supported by the opinion of Bahiyyah and Wibowo (2019) which confirms that academic services will run effectively and efficiently if the availability of facilities, education personnel and education personnel.

Meanwhile, to find out and measure academic services to customers received and responded well, an approach is measurable, constraint, responsiveness, assurance and empathy. As the opinion Musfiqon (2020) finding that academic services will have an impact on school culture

in terms of character and quality. In the study of service theory, measurement aspects are important, including in academic matters, this is in line with Kartini et al (2023) that is, there is a positive influence between the culture of quality and academic services in the world of education.

Strengthening the quality culture at MA Darul Irfan Serang City follows the directions and policies of the Ministry of Religious Affairs and the Ministry of National Education, considering that in the national education quality standards at least twelve standards are used. However, a culture of quality not only creates quality in an instant but builds and strengthens it in the long term by influencing academic services in educational institutions (Iqbal et al., 2023).

The competitors involved in quality culture are focused on the role of the principal and the environment, this was revealed by Supandi (2018) that in creating a culture of quality that is a reference, namely leadership, motivators and the environment. These three things certainly cannot be separated from the interests of educational institutions, because as a culture that is closely related to social factors, the role of stakeholders cannot be separated. Excellence as part of a quality culture is one of the characteristics of educational institutions with a clear vision and mission. Therefore, the research results above are supported Wu et al., (2011) and Abdullah (2019) affirming the strengthening of academic culture in educational institutions builds a focus on excellence, superior culture, achievement, commitment and harmony.

Thus, strengthening academic culture in the form of facilities, education staff, education staff, measurable, constraints, responsiveness, assurance and empathy through academic services in the form of a focus on excellence, superior culture, achievement, commitment and harmony at MA Darul Irfan Serang City signals that the two factors influence each other.

### **Conclusion**

Developing Islamic educational institutions, especially Madrasah in Indonesia, needs more attention, considering the characteristics that other Islamic educational institutions do not have. This study analyses the strength of the influence of academic culture on academic services in urban private madrasah, namely MA Darul Irfan Serang City. The research findings show a positive and strong influence between academic services on the quality culture of private madrasah in urban areas. The research implication is that better academic services will strengthen the quality culture of the madrasah. Further research needs to increase variables and number of samples as well as data analysis techniques using SEM-PLS to be more accurate. The limitations of the study were one independent and bound variable and one Aliyah-level private madrasah with student and teacher respondents.

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