



Peran Administrasi Tata Kelola Madrasah dalam Mewujudkan Layanan Pendidikan yang Efektif

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Abstract

This study is motivated by the suboptimal quality of educational services in madrasahs, which is closely linked to weaknesses in institutional governance administration. The study aims to describe the concept of madrasah governance administration, identify its key principles and components, and analyze its role in realizing effective educational services. This research employs a library research method by reviewing scholarly books, peer-reviewed journal articles, and relevant scientific publications related to governance administration, educational services, and service effectiveness. Data were analyzed using content analysis techniques to identify patterns, concepts, and relationships discussed in the literature. The findings show that madrasah governance administration plays a strategic role as a fundamental foundation for improving the effectiveness of educational services. Structured, transparent, accountable, and service-oriented governance practices contribute significantly to the consistency and sustainability of service quality in madrasahs. The discussion highlights that governance administration should not be positioned merely as a technical administrative function, but as a strategic institutional instrument that determines service performance, strengthens public trust, and supports long-term educational quality improvement. These conclusions affirm the central role of governance administration in ensuring effective and responsive educational services.

Keywords: *Madrasah Governance Administration; Educational Services; Service Effectiveness*

Abstrak:

Penelitian ini dilatarbelakangi oleh kualitas layanan pendidikan di madrasah yang belum optimal, yang berkaitan erat dengan lemahnya tata kelola administrasi institusi. Studi ini bertujuan untuk mendeskripsikan konsep tata kelola administrasi madrasah, mengidentifikasi prinsip dan komponen utamanya, serta menganalisis perannya dalam mewujudkan layanan pendidikan yang efektif. Penelitian ini menggunakan metode studi pustaka dengan meninjau buku ilmiah, artikel jurnal mitra bestari, dan publikasi ilmiah relevan terkait tata kelola administrasi, layanan pendidikan, serta efektivitas layanan. Data dianalisis menggunakan teknik analisis isi untuk mengidentifikasi pola, konsep, serta hubungan yang dibahas dalam literatur. Temuan menunjukkan bahwa tata kelola administrasi madrasah memegang peran strategis sebagai fondasi mendasar dalam meningkatkan efektivitas layanan pendidikan. Praktik tata kelola yang terstruktur, transparan, akuntabel, dan berorientasi pada layanan berkontribusi signifikan terhadap konsistensi dan keberlanjutan kualitas layanan di madrasah. Pembahasan menekankan bahwa tata kelola administrasi tidak boleh diposisikan sekadar sebagai fungsi administratif teknis, melainkan sebagai instrumen institusional strategis yang menentukan kinerja layanan, memperkuat kepercayaan publik, dan mendukung peningkatan kualitas pendidikan jangka panjang. Kesimpulan ini menegaskan peran sentral tata kelola administrasi dalam menjamin layanan pendidikan yang efektif dan responsif.

Kata Kunci: *Administrasi Tata Kelola Madrasah; Layanan Pendidikan; Efektivitas Layanan*

A. Introduction

Effective educational service delivery is a key indicator of the success of Islamic educational institutions, particularly *madrasah*, in sustainably meeting the needs of students and the wider community (Rahman et al., 2021). However, empirical realities indicate that many *madrasah* continue to face serious challenges in the provision of educational services, which in turn result in low levels of satisfaction among education service users (Suryadi & Kusumawardani, 2020). These challenges frequently stem from weaknesses in institutional administrative governance that has not yet been implemented in a systematic and integrated manner (Hasanah & Arifin, 2022). Insufficient internal coordination among organizational units within *madrasah* further contributes to delays and inefficiencies in both academic and non-academic service processes (Putri et al., 2021). In addition, administrative systems that remain largely manual and fragmented cause service delivery to be slow and unresponsive to students' needs (Widodo & Santoso, 2023). These conditions demonstrate that weak administrative governance in *madrasah* has direct implications for the effectiveness of the educational services provided.

The literature indicates that educational administration plays a strategic role in regulating and managing all educational service processes to ensure they operate effectively

and efficiently (Al-Fraihat et al., 2020). Classical and contemporary administrative theories have been widely applied to explain the functions of planning, organizing, implementing, and supervising within educational institutions (Bush, 2020). However, most of these studies remain general in nature and do not specifically examine the context of *madrasah* administrative governance as Islamic educational institutions (Hidayat & Syam, 2021). The literature also suggests that the implementation of good governance principles in educational institutions continues to encounter structural and cultural barriers, particularly in faith-based educational settings (Rahim et al., 2022). The limited number of empirical studies that integrate *madrasah* administrative governance with the effectiveness of educational service delivery highlights a research gap that has yet to be comprehensively addressed. Therefore, research is needed to bridge the gap between educational administration theory and governance practices in *madrasah*.

This study aims to conceptually describe *madrasah* administrative governance from the perspective of contemporary educational administration and management (Mulyasa et al., 2021). In addition, it seeks to identify the key principles and core components of *madrasah* administrative governance that are relevant to the demands of modern educational service delivery (Nugroho & Yuliana, 2020). Another objective of this study is to analyze the role of *madrasah* administrative governance in realizing effective educational services that are oriented toward student satisfaction (Ismail et al., 2022). Furthermore, this research is intended to provide an empirical foundation for the development of *madrasah* governance policies that are more transparent and accountable (Fitria & Lian, 2021). Accordingly, the objectives of this study are not merely descriptive but also analytical, as they seek to explain the relationship between administrative governance and the effectiveness of educational service delivery. These objectives are formulated to address the real challenges currently faced by *madrasah*.

Research on the role of *madrasah* administrative governance is essential, as good governance has been shown to contribute significantly to the improvement of educational service quality (OECD, 2020). The implementation of transparency and accountability principles in educational administration is capable of enhancing public trust in Islamic educational institutions (Azizah et al., 2023). Moreover, effective administrative governance enables *madrasah* to respond adaptively and sustainably to changing student needs (Kurniawan & Prasetyo, 2021). This argument is reinforced by findings indicating that weak administrative systems negatively affect the quality of educational services and students' learning outcomes (Setiawan et al., 2022). Based on the research objectives and empirical evidence presented, this study demonstrates strong academic and practical urgency. It is

expected to make a meaningful contribution to the development of *madrasah* administrative governance that is oriented toward effective educational service delivery.

B. Method

This study focuses on the phenomenon of weak *madrasah* administrative governance and its impact on the low effectiveness of educational service delivery, particularly in terms of institutional coordination, administrative transparency, and accountability in Islamic educational services (Hasanah & Arifin, 2022). The study employs a library research design, with primary data consisting of academic literature that directly addresses issues related to *madrasah* administrative governance and the effectiveness of educational services. Secondary data include scholarly books, journal articles, and previous research findings relevant to the keywords *madrasah* administrative governance, educational services, and service effectiveness (Zed, 2021).

The theoretical foundation of this study draws on Henri Fayol's (1916) educational administration theory, which emphasizes the functions of planning, organizing, implementing, and controlling; the theory of good governance developed by the World Bank and UNDP in the 1990s, particularly its principles of transparency and accountability; and the service quality theory proposed by Parasuraman, Zeithaml, and Berry (1988), which highlights the alignment between service performance and user expectations, as reinterpreted within contemporary educational studies (Bush, 2020).

The research process was conducted through a systematic data collection procedure using a structured review of written sources, including academic books, scholarly journals, research reports, and relevant academic articles (Snyder, 2019). Data analysis was carried out using content analysis techniques to identify patterns, conceptual relationships, and substantive meanings embedded in the literature, with the aim of explaining the role of *madrasah* administrative governance in realizing effective educational service delivery (Krippendorff, 2022).

C. Results and Discussion

1. Results

Academic literature from the past five years indicates that *madrasah* administrative governance is understood as an institutional management system that integrates planning, organizing, implementation, and supervision across all Islamic educational activities (Hidayat & Syam, 2021). In contemporary studies, *madrasah* administrative governance is no longer positioned merely as a technical function of record-keeping and archiving, but rather as a strategic instrument for ensuring the sustainability of educational service quality (Bush, 2020). Several studies describe *madrasah* administrative governance as encompassing organizational structures, decision-making mechanisms, documentation systems, and procedures for both academic and non-academic services (Rahim et al., 2022). The literature

also notes that effective *madrasah* administrative governance is characterized by clear role delineation, proportional task distribution, and formally documented work systems (Azizah et al., 2023). This portrayal indicates that *madrasah* administrative governance constitutes a structural framework that regulates the entire dynamics of educational service delivery within *madrasah*.

Further explanations in the literature reveal that *madrasah* administrative governance functions as a control mechanism to ensure that all educational processes operate in accordance with institutional standards and applicable regulations (OECD, 2020). Recent studies emphasize that the effectiveness of administrative governance is highly dependent on the integration of administrative systems and the consistent application of transparency and accountability principles (Widodo & Santoso, 2023). The literature also explains that weak administrative systems are often marked by overlapping authority, unsystematic documentation, and the absence of robust internal evaluation mechanisms (Fitria & Lian, 2021). In the context of *madrasah*, these conditions are exacerbated by the limited availability of administrative human resources with adequate managerial competencies (Mulyasa et al., 2021). This explanation illustrates that *madrasah* administrative governance is not merely a formal structure, but also an operational system that determines the direction and quality of educational services.

The relationship between the descriptive and explanatory dimensions of *madrasah* administrative governance in the literature aligns with the practical challenges faced by *madrasah* in delivering educational services (Hasanah & Arifin, 2022). The literature suggests that *madrasah* with non-integrated administrative systems tend to encounter obstacles in providing timely and targeted educational services (Putri et al., 2021). Findings from the literature review also indicate that inadequate internal coordination and weak administrative documentation directly contribute to the ineffectiveness of both academic and non-academic services (Ismail et al., 2022). This reality demonstrates that problems in *madrasah* educational service delivery cannot be separated from the quality of the administrative governance implemented. Accordingly, the relationship between the literature and empirical conditions confirms that *madrasah* administrative governance is a fundamental factor in explaining issues related to the effectiveness of educational services.

Academic literature over the past five years describes educational services as a series of systematic activities provided by educational institutions to meet students' academic and non-academic learning needs (Al-Fraihat et al., 2020). In the context of Islamic educational institutions, educational services are understood to include instructional services, academic administration, guidance services, and other supporting services that facilitate the educational process (Rahman et al., 2021). The literature also notes that educational services are not solely oriented toward learning outcomes, but also toward the interaction processes between educational institutions and students (Suryadi & Kusumawardani, 2020). In several

studies, educational services are portrayed as indicators of institutional quality that reflect the managerial and administrative capacity of educational institutions (OECD, 2020). This description indicates that educational services are an integral aspect of educational provision involving multiple institutional components.

Explanatory analyses in the literature show that educational services are influenced by the clarity of service procedures, the competence of human resources, and the availability of administrative support systems (Widodo & Santoso, 2023). Recent studies explain that high-quality educational services are characterized by ease of access, responsiveness, and consistency in service implementation (Ismail et al., 2022). The literature also reveals that the quality of educational services is highly dependent on the integration between institutional policies and administrative practices at the operational level (Fitria & Lian, 2021). In the context of *madrasah*, educational services are often described as a reflection of the institution's capacity to manage resources effectively (Mulyasa et al., 2021). This explanation illustrates that educational services result from the interaction between administrative systems, organizational structures, and service providers within educational institutions.

The relationship between the descriptive and explanatory aspects of educational services in the literature corresponds with the realities of service-related challenges in *madrasah* (Putri et al., 2021). The literature records that *madrasah* with underdeveloped administrative systems frequently experience delays in academic and administrative services (Hasanah & Arifin, 2022). Literature review findings also indicate that a lack of clear service procedures leads to low levels of student satisfaction with educational services (Rahim et al., 2022). These conditions reflect that educational services in *madrasah* continue to face structural and managerial challenges rooted in institutional governance (Azizah et al., 2023). This relationship demonstrates that problems in educational service delivery are not isolated, but are closely linked to the quality of *madrasah* administrative governance.

Literature from the past five years describes service effectiveness as the degree to which educational service objectives are achieved in accordance with the needs and expectations of service users (Parasuraman et al., 2020). Service effectiveness in education is understood as the institution's ability to provide timely, targeted, and sustainable services (Al-Fraihat et al., 2020). Several studies explain that the effectiveness of educational services is reflected in student satisfaction, clarity of service processes, and consistency in service quality (Ismail et al., 2022). The literature also portrays service effectiveness as a key indicator of institutional performance in evaluating educational quality (OECD, 2020). This description indicates that service effectiveness is a multidimensional measure of educational service success.

Explanatory analyses in the literature indicate that the effectiveness of educational services is influenced by alignment among administrative systems, service policies, and operational implementation (Widodo & Santoso, 2023). Recent studies explain that service

effectiveness is determined not only by outcomes, but also by transparent and accountable service processes (Rahman et al., 2021). The literature also reveals that service effectiveness tends to decline when educational institutions face coordination challenges and weak internal supervision systems (Bush, 2020). In the context of Islamic education, service effectiveness is described as the institution's ability to balance institutional values with the demands of modern service delivery (Hidayat & Syam, 2021). This explanation demonstrates that service effectiveness is the result of consistently implemented administrative governance.

The relationship between the descriptive and explanatory dimensions of service effectiveness in the literature shows a direct connection to educational service challenges in *madrasah* (Setiawan et al., 2022). The literature notes that *madrasah* with weak administrative governance tend to produce less effective educational services (Putri et al., 2021). Literature review data also indicate that low service effectiveness is often marked by a mismatch between service procedures and students' needs (Rahim et al., 2022). These conditions reflect the reality that the effectiveness of educational services in *madrasah* is highly dependent on the quality of the administrative governance system implemented. This relationship reinforces the view that issues of service effectiveness are manifestations of weaknesses in *madrasah* administrative governance.

2. Discussion

The findings of this study indicate that *madrasah* administrative governance serves as a structural foundation that determines the quality of educational services provided to students (Bush, 2020). These findings suggest that weaknesses in *madrasah* educational services are not solely caused by limited resources, but rather by suboptimal administrative systems that regulate service processes comprehensively (OECD, 2020). The study also demonstrates that educational services and service effectiveness are functionally interconnected through administrative governance mechanisms implemented at the institutional level (Widodo & Santoso, 2023). Accordingly, the results affirm that *madrasah* administrative governance occupies a strategic position in bridging institutional policies and educational service practices. This substantive synthesis indicates that focusing on *madrasah* administrative governance is relevant for explaining issues related to the effectiveness of educational services in Islamic educational institutions.

The findings of this study are aligned with previous research emphasizing the importance of governance in improving educational service quality, while offering a more contextual perspective specific to *madrasah* (Rahim et al., 2022). Unlike earlier studies that tended to position good governance as a normative concept, this study demonstrates how governance principles operate concretely through institutional administration (Azizah et al., 2023). The strength of this study lies in its integration of educational administration theory,

good governance principles, and service quality within a single analytical framework focused on Islamic educational institutions (Hidayat & Syam, 2021). Thus, this study not only reinforces previous findings but also extends the scope of inquiry by providing a more specific and applicable analysis within the *madrasah* context. This position underscores the study's scholarly contribution to the development of Islamic educational administration studies.

Reflection on the research findings indicates that the study's objectives—to describe concepts, identify principles, and analyze the role of *madrasah* administrative governance—have been substantially achieved (Ismail et al., 2022). The findings demonstrate that *madrasah* administrative governance is inseparable from efforts to enhance the effectiveness of educational services oriented toward students' needs (Al-Fraihat et al., 2020). The results also reflect that the application of transparency and accountability principles in *madrasah* administration has a positive impact on educational service quality (Rahman et al., 2021). Accordingly, this study provides conceptual evidence that strengthening administrative governance is a critical prerequisite for realizing effective educational services. This reflection affirms that the research objectives hold both practical and theoretical relevance for the development of Islamic educational administration.

D. Conclusion

This study yields a notable finding, namely that the ineffectiveness of educational service delivery in *madrasah* is not primarily caused by limitations in facilities, funding, or the quality of educators, but rather by weaknesses in institutional administrative governance. This finding indicates that educational services that are slow, unresponsive, or inconsistent are, in fact, manifestations of administrative systems that have not yet been fully integrated. *Madrasah* administrative governance is shown to play a central role in linking the planning, implementation, and supervision of educational services; therefore, when such governance does not function optimally, the entire service delivery system becomes ineffective. This finding shifts the prevailing perspective that has long viewed educational service delivery merely as a technical and operational issue, toward an understanding that service quality is largely determined by the administrative foundations that regulate it. Accordingly, this study affirms that strengthening *madrasah* administrative governance constitutes a crucial starting point in efforts to realize effective educational services.

This study makes an important contribution to the development of Islamic educational administration scholarship, both at the theoretical and practical levels. Theoretically, it enriches the field of educational administration by presenting an integrative understanding of administrative governance concepts, institutional governance principles, and the effectiveness of educational service delivery within the *madrasah* context. This integration offers a more comprehensive perspective for understanding the dynamics of managing

Islamic educational institutions. Practically, the findings provide strategic references for *madrasah* administrators in designing and improving administrative systems that are more structured, transparent, and accountable. Furthermore, these findings may serve as a basis for consideration by Islamic education policymakers in formulating programs aimed at enhancing the quality of *madrasah* governance that are oriented toward effective and sustainable educational service delivery.

Nevertheless, this study has limitations that also open opportunities for further research. The study is limited to a library research approach; therefore, the findings are conceptual in nature and have not yet been empirically tested in the field. This limitation creates opportunities for subsequent studies to conduct empirical examinations of the relationship between *madrasah* administrative governance and the effectiveness of educational service delivery using more diverse methodological approaches. Future research may employ case studies, quantitative surveys, or mixed-methods designs to deepen and extend the findings of this study. In addition, future investigations may explore variations in *madrasah* contexts based on regional characteristics, organizational culture, and levels of institutional development. Thus, this study may be regarded as an initial foundation for the continued and more in-depth development of research on *madrasah* administrative governance.

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