



Enhancing Service Quality At Mai (Madrasah Aliyah Industry) Al-Jabar Batam Through Service Management Training

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Abstract

This community service initiative focused on enhancing the knowledge, skills, and attitudes of teachers, administrative staff, and students in delivering excellent service. Utilizing the participatory action research (PAR) method, the program actively engaged all stakeholders in planning, execution, and evaluation. The training yielded significant improvements in participants' understanding of key service principles: reliability (accuracy), responsiveness (timely action), empathy (emotional connection), assurance (trustworthiness), and tangibles (physical evidence). Participants underwent a perspective shift, realizing that excellent service extends beyond administrative tasks to be a professional duty aimed at fostering trust and satisfaction among stakeholders. The program shifted from traditional methods to participatory, solution-oriented approaches, promoting a collaborative culture of continuous improvement. Through interactive simulations, case studies, and group discussions, participants gained practical tools to effectively implement these service principles. The positive impact of this training is evident in the enhanced service quality at MAI Al-Jabar, boosting the institution's credibility and satisfaction levels among students, parents, and the broader community

Keywords: Excellent Service, Service Management Training, Participatory Action Research, Service Quality, Education Institution

INTRODUCTION

The complexity of service challenges in educational institutions today is increasing along with changes in social and technological dynamics. Research by Qureshi et al. (2024) revealed that educational institutions are not only required to provide efficient administrative services, but also to be able to create a responsive, inclusive, and sustainable educational ecosystem. This requires continuous transformation in the service management approach, which goes beyond the traditional concept of educational bureaucracy. On the other hand, the dynamics of the development of students' attitudes in the context of educational services have undergone significant transformation in the current digital era (Wang, 2023). The contemporary young generation has unique characteristics that influence their expectations and perceptions of the quality of educational services. These characteristics are characterized by demands for personal, responsive, and technology-integrated experiences (Sari & Ratnaningsih, 2016).

A comprehensive study revealed that excellent service is not just a transactional process, but a complex interaction involving deep psychological aspects (Mustoip, 2023). The ability of educational institutions to understand the individual needs of students is a critical factor, which is not just listening, but being able to interpret emotional and academic needs in depth (Astuti, 2023).





Generation Z and Alpha require fast, transparent, and multiplatform communication channels (Mafirja, 2018). Educational institutions are required to develop a service ecosystem that is integrated with information technology, creating a seamless experience that is relevant to the contemporary digital context (Titin, 2023). Excellent service is not only in an administrative context, but also becomes a vehicle for developing students' social and leadership skills, building comprehensive character that goes beyond traditional academic achievements (Mafirja, 2018).

The excellent service paradigm has undergone significant evolution in the last decade. The Service Dominant Logic (SDL) concept that was developed emphasizes the co-creation of value between service providers and service recipients (Nasution, 2022). In the context of education, this means a fundamental transformation, where students are not just objects of service, but active partners in the education process. Educational institutions act as facilitators of learning experiences, building a dynamic and adaptive collaborative ecosystem (Nasution, 2022). Every interaction with the service system forms long-term perceptions and attitudes (Simamora et al., 2019). The quality of micro interactions is the main determinant of satisfaction, where the availability of a user-friendly digital platform significantly influences the perception of service quality (Handayani, 2022). Educational institutions are required to present an intuitive and responsive interface, while maintaining a meaningful personal touch (Titin, 2023). The service attitude is formed from an institutional culture that is conducive, transparent, and oriented towards developing individual potential (Mangindara et al., 2022). This requires a holistic approach that goes beyond the traditional paradigm, building an educational ecosystem that is responsive to the diversity of backgrounds and individual needs of students (Keker Wisata et al., 2023).

A study identified complex challenges in implementing excellent service, including the digital divide between social groups, the diversity of students' psychographic backgrounds, and the demands of personalized education services (Hasanah, 2023). Modern educational institutions are required to have high flexibility, rapid adaptability, and ongoing commitment to developing human resource capacity (Nuraisyiah, 2022). Excellent service is not just an administrative strategy, but a strategic instrument for forming a holistic education ecosystem (Astini, 2022). This requires the development of sustainable competencies, adaptability to change, and internalization of service values in the curriculum (Hermawan et al., 2021). In a broader context, the transformation of education services reflects a paradigmatic shift in understanding the relationship between educational institutions, students, and society and is no longer understood as a hierarchical linear relationship, but rather a dynamic network that influences and develops each other (Fadilah & Hamami, 2021). The latest scientific references consistently show that service quality is not just a technical indicator, but a philosophical reflection of the institution's commitment





to empowering future generations (Lapotulo, Afriani, Sukmamediant, et al., n.d.). Every interaction, every touch of service, is essentially an investment in invaluable human potential. Thus, excellent service in educational institutions is not merely an administrative protocol, but rather the complex art of building a meaningful, inspiring, and transformative learning ecosystem (Subiantoro & Pangeran, 2022).

In a broader context, the transformation of educational services reflects a paradigmatic shift in understanding the relationship between educational institutions, students, and society (Wibowo & Susanto, 2024). It is no longer understood as a hierarchical linear relationship, but rather a dynamic network that influences and develops each other (Nugroho & Purnomo, 2024). Recent scientific references consistently show that service quality is not merely a technical indicator, but a philosophical reflection of the institution's commitment to empowering future generations (Setiadi et al., 2024). Every interaction, every touch of service, is essentially an investment in invaluable human potential (Hartono et al., 2024). Thus, excellent service in educational institutions is not merely an administrative protocol, but rather the complex art of building a meaningful, inspiring, and transformative learning ecosystem (Prasetyo & Wiranto, 2024).

Batam City continues to develop as a center for education and community services (Lapotulo, Afriani, Thariqy, et al., n.d.), including through the Al-Jabar Industrial Madrasah Aliyah (MA). With an approach that focuses on excellent service, this institution has demonstrated its commitment to improving the quality of services, both for students and the surrounding community (Masiyati et al., 2020). In this context, service management training is an integral part of the efforts made, involving various stakeholders such as teachers, students, and local communities (Aprasty & Simbolon, 2022). Service management training is one strategy that can be used to improve the quality of service at MAI Al-Jabar (Meilani, 2022). Through this training, it is hoped that it can improve the knowledge, skills, and positive attitudes of related stakeholders in providing excellent service (Pratama et al., 2022). In addition, this training can also help identify and overcome challenges faced in providing quality services (Lapotulo et al., 2024).





Image: Training resource

Source: Private Collection 2024

Service management training is becoming increasingly important in the context of developing service quality at MAI Al-Jabar, Batam City. This is because the training can help improve the competence and skills of stakeholders, such as teachers, administrative staff, and students, in providing better services. In addition, this training can also help identify and overcome challenges faced in providing excellent service (Sukmamedian et al., n.d.) , to increase satisfaction and loyalty from service recipients. In this context, MAI Al-Jabar Batam City has shown a strong commitment to improving the quality of its services through various efforts, including service management training. This is in line with the vision and mission of the institution which focuses on improving the quality of education and services for students and the surrounding community. Through a comprehensive approach and involving various stakeholders, it is hoped that MAI Al-Jabar Batam City can be an example for other educational institutions in providing excellent service.

COMMUNITY OVERVIEW

Madrasah Aliyah Industri (MAI) Al-Jabar or MAS Industri Aljabar is a private Madrasah Aliyah located at Jalan Raya Aljabar No. 1, Bengkong Indah, Bengkong District, Batam City, Riau Islands Province. This school was established on May 21, 2018 based on the Decree of Establishment Number 193 of 2018. On June 22, 2020, MAI Al-Jabar Batam City obtained B accreditation in accordance with Decree Number 458 / BAN-SM / SK / 2020. As a senior high school education institution, MAI Al-Jabar Batam City is committed to providing quality education for its students. This school is equipped with internet access to support the modern learning process. However, information regarding electricity sources, fax numbers, email, websites, and





telephone numbers is not yet available. For parents looking for a quality private high school in Batam City, MAI Al-Jabar can be the right choice. With B accreditation and dedication to providing the best education, this school is ready to produce a superior and noble young generation.



Image: School logo

Source: Private Collection 2024

MAI Al-Jabar in Bengkong Indah, Batam City, emphasizes a variety of extracurricular programs, including scouts, hadroh, tahfidz qur'an, and English. The Principal of MAI Al-Jabar Batam City, Maya Inayati Sari, explained that the school actively develops students' potential through various activities. "We always participate in competitions, last year's Porseni we won 2nd place in Futsal and the year before we won 1st and 2nd place in Hafidz Quran," said Maya on Wednesday (12/20/2023). In addition to focusing on achievement, MAI Al-Jabar Batam City also emphasizes the importance of education based on morals and religious values. According to Maya, forming a strong moral foundation is a crucial aspect in the education process. "Nowadays, religion is something that must be truly instilled in the souls of children, so that they have a fence or boundary in the corridor of religion about what is and is not allowed to be done," she explained.

Maya hopes that through this approach, MAI Al-Jabar Batam City can be increasingly trusted by the community as an educational institution that not only focuses on academic achievement, but also on character building and religious values. The school invites parents and the community to choose MAI Al-Jabar Batam City as a place of education for their children, with the belief that this institution can provide a positive contribution in the formation of a quality young generation in the future. (mas, industrial-jabar.com).



METHODOLOGY

The approach to writing community service (PKM) uses Participatory Action Research (PAR), which emphasises active participation from all parties involved in training activities, from planning to evaluation. The PAR method was chosen because it allows collaboration between community service providers and participants to understand, design, and implement solutions following real needs in the field. This aligns with findings showing that active participation in activities can improve the quality and relevance of activity results (Lood et al., 2023). In this context, the activity was carried out at MAI Al-Jabar Batam City, with an activity duration of three and a half hours covering several stages of training. The first stage in this activity is identifying needs, which aims to understand problems related to services in schools. Initial observations and interviews were conducted with school officials, such as teachers, administrative staff, and principals, to obtain information about current service conditions and the obstacles faced. This needs identification process is important for compiling relevant training materials that are following the principles of service-based training that are adapted to the local context (Rendell et al., n.d.). Previous activities also showed that a participatory approach to identifying needs can improve participant understanding and engagement.

After identifying needs, the next stage is training planning, which includes the preparation of modules and materials based on the theory of excellent service. Training materials include basic concepts of excellent service, effective communication strategies, time management, work ethics, and customer handling involving students, parents, and other school stakeholders. In this preparation, aspects of two-way communication and local case studies are the focus so that participants can understand the application of excellent service in the context of their schools (Mohamad et al., 2021a). Activities show that training designed with local context in mind can increase the effectiveness and relevance of training materials (Akinluyi et al., 2023).

At the training implementation stage, the methods used are a combination of lectures, group discussions, simulations, and case studies. The training begins with an explanation of the basic concepts of excellent service and is continued with practical simulations, such as role-plays of service situations in the school environment. The simulation is designed to allow participants to apply new skills in real contexts, while case studies are used to analyze concrete problems faced and formulate joint solutions. This approach is effective in improving participants' conceptual understanding and practical skills (Streimikiene et al., 2021). In addition, the activity shows that interactive and participatory learning methods can increase participant motivation and engagement in the training process (Dogra, 2023).





The evaluation is carried out in two stages, namely process evaluation and outcome evaluation. Process evaluation is carried out during the training to assess participant participation, activeness, and understanding. Outcome evaluation is carried out through filling out questionnaires and interviews to measure the increase in participant understanding and skills after participating in the training. In addition, a short-term impact evaluation is also carried out by looking at the implementation of excellent service in the school environment in the weeks after the training ends. The results of this evaluation are analyzed descriptively and qualitatively to identify changes in participant attitudes and behaviour in providing services to students and school stakeholders (Rendell et al., n.d.). The activity shows that comprehensive evaluation can provide valuable insights into the effectiveness of training and its impact on service practices (Mohamad et al., 2021b).

In the context of community service, this approach not only creates knowledge transformation but also encourages the sustainability of the implementation of excellent service as part of a better schoolwork culture. This method is systematically designed to have a positive impact on improving the quality of service at MAI Al-Jabar Batam City through a participatory approach and based on real practice. This approach is following the new paradigm of community service which prioritizes active collaboration between academics and the community to achieve sustainable and relevant solutions (Scheffelaar et al., 2020).

SUSTAINABLE RESULT AND POTENTIAL

The implementation of Community Service (PKM) activities in the form of "Excellent Service Training at MAI Al-Jabar Batam City through Service Management Training" has a significant impact on improving the quality of services in the school environment. This training focuses on efforts to build understanding, skills, and positive attitudes in providing quality services for students, teachers, and administrative staff. The impact of this activity can be seen from changes in mindset, increased practical skills, and awareness of the importance of excellent service as a work culture (Lapotulo & Rachma Amalia, 2024).

The results of the training showed an increase in participants' understanding of the basic concepts of excellent service, such as reliability, responsiveness, empathy, assurance, and tangibles. Participants were able to identify the important role of service in supporting user satisfaction, both in the internal school environment and in the surrounding community. The application of materials through simulations and case studies succeeded in strengthening participants' practical skills in facing daily service challenges. Thus, this activity contributes to building a paradigm that excellent service is not just an administrative task but is an integral part of professionalism and work culture that must be maintained and improved.





The change in perspective after participating in this activity can be seen from the perspective of participants who began to understand that excellent service focuses on user satisfaction by prioritizing fast response, effective communication, and empathy for individual needs. Previously, service was considered merely routine; however, through training, participants realized that service quality has a significant impact on the image of educational institutions and the satisfaction of service recipients. Teachers and administrative staff began to identify their roles as part of a service ecosystem that is oriented towards the sustainability of student and parent satisfaction.

Conceptually, excellent service is classified as a management strategy that includes technical and non-technical aspects. The function of this service is to provide a positive experience to service users, increase the credibility of the institution, and create a more effective and productive environment. In the MA Industri Al-Jabar environment, this function is applied in the context of good communication between the school and students and in providing more friendly and efficient administrative services.

Furthermore, this activity encourages a paradigm shift from a conventional approach to service that is oriented towards service users. The old paradigm that tends to be passive and top-down is now shifting to a collaborative, participatory, and solution-based approach. The school realizes that quality service requires active involvement from all parties and is based on the values of openness, reliability, and continuous improvement of competence. This training builds awareness that excellent service is a key element in efforts to increase the satisfaction and loyalty of service recipients in the educational environment. With this activity, MAI Al-Jabar Batam City is expected to not only improve the quality of internal services but also become an example for other educational institutions in building a culture of superior and sustainable service. This is in line with the participatory action research (PAR) approach which emphasizes collaboration and continuous improvement as the basis for implementing excellent service in schools.



Image: Excellent Service Training

Source: Private Collection 2024





CONCLUSION

The implementation of community service activities in the form of excellent service training at MAI Al-Jabar Batam City through service management training has had a positive and significant impact on participants, both from teachers, administrative staff, and students. The results of the training showed an increase in understanding, skills, and awareness of participants regarding the importance of excellent service as a key element in supporting the efficiency and effectiveness of educational services.

This activity succeeded in changing the participants' perspective on excellent service. If previously service was only understood as an administrative routine, then after participating in the training, participants realized that quality service is an important component in building trust, satisfaction, and loyalty of service recipients. In addition, participants were able to identify the strategic function of excellent service in supporting the credibility of educational institutions, increasing professionalism, and creating a responsive and solution-oriented work culture.

This training also encouraged a paradigm shift from a conventional approach to a collaborative and participatory approach, where all stakeholders are actively involved in providing optimal service. With this approach, MAI Al-Jabar Batam City is expected to be an example for other educational institutions in sustainably implementing excellent service. However, the success of this activity requires follow-up in the form of ongoing training and routine evaluation to ensure that the implementation of excellent service can continue to develop. Support from all parties, including school management and other stakeholders, is a key factor in maintaining consistency and sustainability of the implementation of excellent service at MAI Al-Jabar Batam City. Thus, this activity is expected to not only provide short-term benefits in the form of increased understanding and skills but also contribute to improving the quality of education services in the long term. This is in line with the institution's commitment to providing the best service to students, parents, and the surrounding community, and supports the vision of MAI Al-Jabar Batam City as a quality, professional, and competitive educational institution.

SUGGESTION

To improve the results of excellent service training activities, schools are advised to integrate excellent service values into their daily work culture. This can be done by preparing clear service guidelines so that all staff understand the expected standards. In addition, schools need to conduct regular follow-up training to ensure that staff always update their skills and understanding, especially regarding relevant technological developments in service. Regular evaluation of the implementation of excellent service in the field is very important to ensure that the standards that have been set are applied consistently. This evaluation can involve student,





parent, and community satisfaction surveys to obtain valuable input. In the digital era, the development of technology-based support systems, such as student service applications or online administration systems, will greatly help improve the speed and efficiency of service.

Schools can also strengthen collaboration with local communities, government agencies, or the private sector to ensure the sustainability and strengthening of the implementation of excellent service. Giving awards to staff or students who demonstrate the best service practices can be one way to motivate and strengthen a positive service culture in schools. In addition, adjusting curriculum materials that include the concept of excellent service will help students understand the importance of quality service in everyday life. Involving parents in supporting a culture of excellent service is also very important. This can be done through seminars or discussions to raise their awareness of the importance of excellent service. By implementing these strategies, schools can improve the quality of service, strengthen relationships with all stakeholders, and create a responsive, inclusive, and sustainable education ecosystem.

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