

Extracurricular Management to Improve the Quality of Student Services at an Islamic Senior High School in Indonesia

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Abstract: This study aims to analyze the management of extracurricular activities in improving the quality of student services at MAN 2 Model Medan by using the SERVQUAL framework, which includes the dimensions of tangibles, reliability, responsiveness, and assurance. This study uses a qualitative approach with a case study design. Research participants include the head of the madrasah, the vice principal for student affairs, extracurricular activity supervisors, and students selected purposively. Data collection techniques were conducted through semi-structured interviews, non-participant observation, and documentation study. Data analysis used the model of Miles, Huberman, and Saldaña, while data validity was ensured through triangulation and member checking. The results of the study indicate that the management of extracurricular activities at MAN 2 Model Medan is able to improve the quality of student services. The tangible dimension is reflected in the availability of facilities, structured schedules, budget support, and the presence of mentors. The reliability dimension is seen from the consistency in activity implementation, clarity of organizational structure, and mentor commitment. The responsiveness dimension is demonstrated through the openness of the madrasah in responding to the needs and aspirations of students. Meanwhile, the assurance dimension is apparent from the competence of mentors, continuous guidance, as well as the existence of program monitoring and evaluation.

Keywords: Extracurricular Management, Islamic Education, Islamic Senior High School, SERVQUAL Framework, Student Service Quality

A. Introduction

Education has a strategic role in shaping the quality of human resources who are not only academically excellent, but also possess character, social skills, and the ability to adapt to changes in the times (Iskandar, Mesiono, & Sit, 2025). In this context, schools are not only required to provide in-class learning services, but also to provide holistic educational services through extracurricular activities. Extracurricular activities become an important platform for students to develop their potential, interests, talents, as well as character values such as discipline, responsibility, cooperation, and leadership (Hidayatullah & Andayani, 2025).

Therefore, effective management of extracurricular activities is an integral part of efforts to improve the quality of student services in educational units.

From the perspective of educational management, the quality of student services can be analyzed through various approaches, one of which is the service quality (SERVQUAL) framework that includes the dimensions of tangibles, reliability, responsiveness, assurance, and empathy. The application of this concept in the school environment, particularly in extracurricular activities, allows for a more comprehensive evaluation of how services are provided and perceived by students (Nazri, Mardianto, & Neliwati, 2023). However, most previous studies have still focused on the quality of academic services, while research on extracurricular management as part of educational services is still relatively limited, especially in the context of Islamic secondary schools in Indonesia.

Madrasah as an Islamic educational institution has its own characteristics that integrate religious values with general education. In this regard, extracurricular activities not only function as a means of skill development but also as a medium for internalizing Islamic values in the daily lives of students (Pamungkas, Syam, & Arifin, 2025). Therefore, the management of extracurricular activities in madrasahs requires an approach that is not only effective in terms of management but also aligned with the principles of Islamic education. This becomes important considering the increasing demands of society for the quality of educational services that are not only academically excellent but also oriented towards the formation of religious character.

MAN 2 Model Medan, as one of the leading Madrasah Aliyah in Indonesia, has a variety of extracurricular programs designed to optimally support the development of students' potential. The existence of these activities demonstrates the school's commitment to improving the overall quality of student services. Nevertheless, managing complex extracurricular activities requires a planned, organized, and sustainable management system in order to provide the maximum impact on student satisfaction and development. In addition, it is important to understand how the dimensions of service quality are applied in the practice of managing extracurricular activities at the madrasah.

Based on the description, there is a research gap indicating that studies specifically analyzing the management of extracurricular activities using a service quality approach in the context of madrasahs are still limited. Therefore, this study is important to examine how extracurricular management at MAN 2 Model Medan can improve student service quality. The results of this study are expected not only to provide theoretical contributions to the development of education management studies based on service quality, but also to provide practical implications for the school in improving the effectiveness of extracurricular activity management and the overall quality of educational services.

In the study of educational management, extracurricular activities have been recognized as an important component in supporting the holistic development of students, including cognitive, affective, and psychomotor aspects (Patimah & Suherman, 2025). This activity not only serves as a complement to formal learning but also as a means of developing students' character, leadership, and social skills. However, most research related to the quality of educational services still focuses on academic and administrative aspects, such as learning effectiveness, student satisfaction with teachers, and the quality of institutional services in general. The service quality approach through the SERVQUAL model, which includes the dimensions of tangibles, reliability, responsiveness, assurance, and empathy, has been widely used in the service sector, including education, but its application in the context of extracurricular management is still relatively limited.

The research gap is evident from the limited studies that systematically examine the management of extracurricular activities using a service quality approach, particularly in Islamic-based educational institutions. Research (Wulandari, Nurbayah, Saidah, & Ulum, 2025) highlighting the importance of student-oriented educational services and a broader learning experience, but has not specifically integrated the SERVQUAL framework in the analysis of extracurricular activities. In addition, the distinctive characteristics of madrasahs that integrate Islamic values into all educational activities have not been widely focused on in the context of student service management. This indicates a need to develop more contextual research, especially in the environment of madrasah aliyah in Indonesia.

Based on this gap, this study offers novelty by integrating the concept of extracurricular management and the service quality framework (SERVQUAL) in the context of Islamic education. This study not only analyzes the physical aspects (tangibles) and reliability in extracurricular management but also emphasizes the dimensions of responsiveness, assurance, and empathy as important factors in improving student service quality. In addition, this study also explores how Islamic values are internalized in the practice of extracurricular management at MAN 2 Model Medan, thus providing a new perspective that combines managerial and spiritual approaches in educational services.

Theoretically, this study contributes to expanding the application of the SERVQUAL model into the domain of extracurricular management in madrasahs, which has so far been rarely studied. Practically, the findings of this study are expected to serve as a reference for education managers in designing a more effective, adaptive, and student-oriented extracurricular service system. Thus, this study not only fills a gap in the literature but also enriches the study of Islamic education management based on service quality.

B. Methods

This study uses a qualitative approach with a case study design to gain an in-depth understanding of extracurricular activity management in improving the quality of student services at MAN 2 Model Medan. The case study approach was chosen because it allows the researcher to explore phenomena contextually in a real environment and to understand the social dynamics that occur holistically (Yin, 2024). The qualitative approach is also considered appropriate because this study focuses on the meanings, experiences, and interpretations of participants regarding extracurricular management practices.

The research location was purposively determined at MAN 2 Model Medan with the consideration that this madrasah has a variety of extracurricular programs that are active and well-organized. Research participants were selected using purposive sampling technique, namely based on direct involvement in the management and implementation of extracurricular activities. The participants consisted of one head of the madrasah, one vice principal in charge of student affairs, four extracurricular advisors, and ten students who actively participated in extracurricular activities. This technique allows the researcher to obtain relevant and in-depth information from key informants (Sugiyono, 2024).

Data collection was conducted through semi-structured interviews, non-participant observation, and documentation study. Interviews were conducted for 45–60 minutes for each participant to gather information related to the planning, implementation, and evaluation of extracurricular activities. Observations were carried out over three months with a total of 12 sessions to directly observe interactions and the implementation of activities. Meanwhile, documentation included the analysis of documents such as activity schedules, budget reports, and organizational structures. The use of these various techniques aims to strengthen the depth and accuracy of the data (Creswell, 2024).

Data analysis was conducted using thematic analysis techniques that refer to the interactive model (Miles, Huberman, & Saldaña, 2024), which includes data condensation, data presentation, as well as drawing and verifying conclusions. The analysis process is conducted simultaneously with data collection, allowing researchers to engage in continuous reflection and deepening. Data validity is maintained through method triangulation by comparing data from interviews, observations, and documentation, as well as through member checking to ensure the validity of the researchers' interpretations.

In the aspect of research ethics, the researcher ensures that all participants give informed consent, maintains the confidentiality of participants' identities, and guarantees voluntary participation. In addition, the researcher also applies reflexivity to be aware of potential biases that may affect the research process

(Arikunto, 2021). Although the qualitative approach provides an in-depth understanding, this study has limitations, particularly in terms of generalization because it was conducted in only one research location. Nevertheless, the results of this study are expected to have high transferability in the context of madrasahs with similar characteristics.

C. Results and Discussion

Results

This study aims to describe the implementation of extracurricular management in improving the quality of student services at MAN 2 Model Medan. This research focuses on four main aspects of service quality, namely physical evidence (tangible), reliability, responsiveness, and assurance in the management of extracurricular activities implemented at the school.

Tangible Aspect in Extracurricular Management Services at MAN 2 Model Medan

Initially, extracurricular activities at MAN 2 Model Medan were viewed as supporting learning activities that require adequate facilities, schedules, and infrastructure in order to run optimally. The school recognizes that physical evidence such as facilities and infrastructure, activity schedules, and the presence of supervisors are important factors in supporting the quality of student services through extracurricular activities.

Based on the results of interviews and observations, the tangible aspect of extracurricular management services at MAN 2 Model Medan is reflected in the availability of supporting facilities, clearly structured extracurricular schedules, and budget support through the RKAM. Extracurricular activities are carried out regularly every week, especially on Fridays, and are directly supervised by the respective activity mentors.

The head of the madrasah stated: *"Our budgeting is arranged through the RKAM. Funds are allocated based on activity priorities, facility needs, and the level of activeness and achievements of each extracurricular activity."* This is supported by an extracurricular supervisor who stated: *"The madrasah provides very good support, starting from activity permits, provision of facilities, to financial support according to the madrasah's capacity."* Meanwhile, students also experience the clarity of schedules and facilities: *"Yes, the schedule is clear and held regularly every Friday."*

Based on these findings, it shows that the madrasah is serious in managing extracurricular activities as part of improving the quality of student services. The tangible aspect of extracurricular management services at MAN 2 Model Medan is reflected in several main components, namely: (1) availability of facilities, (2) well-

organized activity schedules, (3) budget support, and (4) the presence of supervisors in every activity.

Reliability of Supervisors and School Management

The reliability of supervisors and school management is an important aspect as it determines the consistency of extracurricular activity implementation. Initially, the school emphasized the importance of regular scheduling, clear task distribution, and the responsibilities of supervisors to ensure that extracurricular activities do not run incidentally.

The results of the interviews indicate that supervisors and school management are fairly reliable in conducting extracurricular activities. This is demonstrated by the implementation of activities according to schedule, clear division of tasks, and the existence of routine evaluations.

The vice principal for student affairs stated: *"The organizational structure is clearly arranged, starting from the person in charge, coordinators, to supervisors, so that the coordination process runs smoothly."* An extracurricular supervisor also emphasized: *"I organize the training schedule, usually all on Fridays, and if there is a competition, training can be held 4–5 times a week."* Students also experience the consistency of supervisors' presence: *"The supervisors are always present during training and guide us throughout the activities."*

Based on the interview results, the level of reliability in extracurricular management services at MAN 2 Model Medan can be summarized as follows: (1) consistency in activity implementation, (2) clarity of organizational structure, and (3) supervisors' commitment in carrying out their duties in a disciplined and continuous manner.

Responsiveness of the School and Supervisors

Responsiveness in extracurricular management services relates to the ability of the madrasah and supervisors to respond to students' needs, complaints, and aspirations regarding extracurricular activities. Based on the research findings, MAN 2 Model Medan demonstrates openness in receiving input from students.

The head of the madrasah stated that students' aspirations are taken into consideration in managing extracurricular activities: *"We are open to input from students, especially regarding extracurricular activities, because they are the ones who directly experience the benefits."* The vice principal for student affairs also explained that students' complaints and needs are usually conveyed through supervisors or directly to the student affairs division: *"If there are complaints or needs, students can convey them through the supervisors or directly to us, and we will follow them up."* An extracurricular supervisor revealed that they strive to adjust activities according to

students' conditions and needs: *"If students face difficulties or have suggestions, we usually adjust the activities so they can remain comfortable."* Students also stated that the supervisors are quite responsive in providing guidance and addressing questions during activities: *"The supervisors are willing to listen and provide solutions when we encounter difficulties during the activities."*

Based on the research findings, responsiveness in extracurricular management services at MAN 2 Model Medan reflects several important aspects: (1) openness of the madrasah and supervisors, (2) the active role of supervisors, and (3) effective channels for conveying students' aspirations and complaints.

Assurance Provided to Students

Assurance in extracurricular management services is related to students' sense of safety, trust, and the competence of supervisors in guiding them. Based on the research findings, MAN 2 Model Medan provides service assurance through the appointment of supervisors who have relevant backgrounds and competencies in the extracurricular fields they oversee.

The head of the madrasah stated: *"We ensure that all students have equal opportunities by opening registration transparently and allowing students the freedom to choose activities based on their interests."* An extracurricular supervisor added: *"I guide students by setting an example and instilling discipline, teamwork, and responsibility in every activity."* Students also feel the impact: *"These activities make me more disciplined, responsible, and confident."* The madrasah also provides assurance of program sustainability through regular monitoring and evaluation of extracurricular implementation. As stated by the vice principal for student affairs: *"We conduct monitoring to ensure that activities continue to run according to the rules and the madrasah's objectives."*

Based on the research findings, the forms of assurance provided by MAN 2 Model Medan to students can be seen in: (1) responsible supervisors, (2) supervision, guidance, and direction from supervisors, and (3) continuous monitoring and evaluation.

Discussion

Based on the description of the research findings, it is necessary to conduct a discussion in this study. In accordance with the results, there are four theoretical aspects to be discussed: Tangibles, Reliability, Responsiveness, and Assurance.

Tangible Aspects in Extracurricular Management Services

From the perspective of educational service management, the tangible dimension is the most apparent initial aspect in assessing service quality because it is directly

related to physical evidence that can be perceived by service users, such as facilities, infrastructure, and systems that support activities. In the context of extracurricular activities, the presence of adequate facilities, structured schedules, and institutional support are important indicators that determine the effectiveness of activity implementation and student satisfaction. Previous research (Alfarisi, 2025) shows that the availability of facilities and institutional support significantly affects students' participation and development in non-academic activities.

Research results at MAN 2 Model Medan show that the tangible aspects in extracurricular management have been well implemented through the availability of supporting facilities, clear and structured activity schedules, as well as budget support through RKAM. This finding is in line with the opinion (Fathurrahman, Wahyudi, & Mahfud, 2024) which states that an organized service system, including a clear schedule, is part of the physical evidence that affects perceptions of service quality. A schedule that is carried out routinely every week, especially on Fridays, shows the existence of systematic and consistent planning, thereby providing certainty for students in participating in extracurricular activities.

In addition, the budget support allocated through RKAM shows the institution's commitment to making extracurricular activities an important part of educational services. This is in line with the view (Solehah, Arrohmahan, & Murtafi'ah, 2022) which emphasizes that the availability of resources, including financial support, is an important element in strengthening the quality of services. With budget support, extracurricular activities are not only complementary but become programs that are strategically and sustainably planned.

The presence of mentors in every activity also strengthens the tangible dimension because their presence becomes a direct representation of the services provided to students. This is in accordance with the opinion (Fatchudin, Arifah, Adib, Salim, & Fatimah, 2025) which states that the presence of service providers is part of the physical evidence that can enhance user trust and positive perceptions. In the context of this study, the presence of supervisors not only functions as facilitators, but also as guides who ensure that activities run according to the established objectives. Thus, the findings of this study reinforce the results of previous studies that the tangible dimension plays a fundamental role in supporting the quality of educational services, particularly in extracurricular activities. The integration of facility availability, structured schedules, budget support, and the presence of supervisors shows that MAN 2 Model Medan has optimally managed the physical aspects of service. This not only enhances the effectiveness of activity implementation but also strengthens the experience and satisfaction of students as recipients of educational services.

Reliability of Supervisors and School Management

From the perspective of service quality, the reliability dimension refers to the ability of service providers to deliver services consistently, accurately, and according to the established plan. In the context of education, especially the management of extracurricular activities, reliability is greatly determined by the consistency of program implementation, clarity of organizational structure, and the commitment of activity implementers. Previous research (Febrianti, et al., 2023) shows that the success of extracurricular programs is greatly influenced by structured management and the certainty of implementing activities continuously.

Research results at MAN 2 Model Medan show that the aspect of reliability in managing extracurricular activities has been running well. This is evident from the consistent implementation of activities according to schedule, clear division of tasks, and the presence of regular evaluations. This finding is in line with the opinion (Rodliyah, Khusnuridlo, Fauzi, & Baharun, 2024) which states that service reliability is reflected in the organization's ability to provide services consistently and in accordance with established standards. The consistency in carrying out activities, such as weekly routine training and increasing the intensity of training when facing competitions, shows a strong commitment from the madrasa and coaches in maintaining the continuity of the program.

In addition, the clarity of the organizational structure, which includes the division of roles from the person in charge, coordinators, to supervisors, becomes an important factor in supporting service reliability. This is in line with the view (Kalsum, et al., 2024) which emphasizes that a clear organizational structure will improve coordination effectiveness and ensure that the program runs according to the planned objectives. In this study, a well-organized structure allows each party to understand their tasks and responsibilities, thereby minimizing discrepancies in the implementation of activities.

The presence and consistency of mentors in accompanying students during activities also become important indicators of the reliability dimension. The continuous presence of mentors demonstrates responsibility and professionalism in providing services to students. This is in line with the opinion (Nabillah, Masnawati, & Majid, 2024) which states that consistency in service delivery is a key factor in building user trust. In this context, students directly feel that extracurricular activities are not just carried out formally, but are truly managed seriously and sustainably. Thus, the findings of this study reinforce previous research that the reliability dimension is a key element in the management of educational services. The integration of consistency in activity implementation, clarity of organizational structure, and the commitment of supervisors shows that MAN 2 Model Medan has been able to provide extracurricular services that are reliable and sustainable. This not only improves the quality of student services but also strengthens students' trust in the

extracurricular activity management system at the madrasah.

Responsiveness of the School and Supervisors

From the perspective of service quality, the responsiveness dimension refers to the readiness and ability of service providers to respond to the needs, complaints, and expectations of users quickly and appropriately. In the context of education, particularly in extracurricular activities, responsiveness becomes an important indicator because it relates to the extent to which schools are able to understand the dynamics of students' needs and adjust services adaptively. Previous research (Rohmah, 2024) shows that responsive educational services tend to increase student satisfaction as well as their engagement in school activities.

Research results at MAN 2 Model Medan show that the aspect of responsiveness in extracurricular management has been well implemented through the openness of the madrasah and supervisors in accepting student input. These findings are in line with the opinion (Huda, Widodo, Karwanto, Aseri, & Wahyudin, 2024) which emphasizes that the willingness to listen and follow up on user needs is at the core of responsive service. This openness is reflected in the existence of communication spaces between students and mentors as well as the student affairs department, both directly and through informal mechanisms.

The active role of mentors in responding to students' needs also becomes a key factor in this dimension. Mentors not only function as facilitators of activities but also as parties who adjust the implementation of activities to the conditions and comfort of students. This is in line with (Evanuraeni & Nugraha, 2026) which states that service responsiveness is demonstrated through the service provider's ability to provide quick and relevant solutions to the problems faced by users. In this study, the adjustment of activities based on student conditions shows that extracurricular services are flexible and oriented towards the needs of the students.

In addition, the presence of channels for conveying students' aspirations and complaints, although still informal, demonstrates the madrasah's efforts in building effective two-way communication. This aligns with the view (Maghfiroh & Aziz, 2025) which emphasizes that ease of communication access is an important element in creating responsive services. With open communication access, students feel heard and valued, thereby increasing their involvement in extracurricular activities. Thus, the findings of this study reinforce previous research that the dimension of responsiveness is an important element in improving the quality of educational services. Openness, the active role of mentors, and the existence of communication mechanisms that allow the expression of aspirations indicate that MAN 2 Model Medan has managed extracurricular services responsively. This not only enhances student comfort and satisfaction but also strengthens the relationship between students and the madrasah in creating more adaptive and sustainable educational

services.

Assurance Provided to Students

From the perspective of service quality, the assurance dimension is related to the service provider's ability to foster trust, security, and users' confidence in the competence and professionalism of the service provider. In the context of education, particularly extracurricular activities, assurance not only involves the competence of the mentors but also includes a transparent management system, sustainable guidance, and assurance of program continuity. Previous research (Cantika & Hidayat, 2025) shows that students' sense of safety and trust in the learning environment significantly contribute to student engagement and character development.

Research results at MAN 2 Model Medan show that the assurance aspect in extracurricular management has been optimally implemented through the appointment of mentors who are competent in their respective fields. This finding is in line with (Rohimah, 2024) which emphasizes that the competence and professionalism of service providers are key factors in building user trust. Mentors not only act as coaches but also as role models in instilling values of discipline, responsibility, and cooperation, which ultimately impacts the formation of students' character.

In addition, openness in the extracurricular activity registration process, which provides equal opportunities for all students, demonstrates the principle of fairness and transparency in services. This strengthens students' trust in the system implemented by the madrasah. Research by (Supatmin & Hidayat, 2025) stating that transparency and clarity of procedures are an important part of assurance because they can enhance users' positive perception of the services provided.

The assurance dimension is also reflected through ongoing guidance and supervision during the activities. Mentors actively provide direction and ensure that the activities proceed according to the objectives that have been set. This is in line with (Munadi & Khuriyah, 2023) which states that service guarantees are not only related to competence, but also to consistency in providing protection and comfort for service users. In this study, students experienced direct impacts in the form of increased discipline, responsibility, and self-confidence as a result of the guidance provided.

Furthermore, the existence of a monitoring and evaluation system carried out by the madrasah shows the institution's commitment to maintaining the quality and sustainability of extracurricular programs. This is in line with the view (Fadhli, 2022) which emphasizes the importance of evaluation as part of accountability and continuous program quality improvement. Monitoring and evaluation not only

function as a control, but also as an effort to ensure that extracurricular activities remain relevant and provide benefits to students. Thus, the findings of this study reinforce previous research that the assurance dimension is an important element in improving the quality of educational services. The integration of trainer competence, system transparency, continuous guidance, as well as monitoring and evaluation shows that MAN 2 Model Medan has been able to provide strong service assurance to students. This not only increases students' trust and sense of security but also supports the successful management of extracurricular activities as part of quality educational services.

D. Conclusions

This study concludes that the management of extracurricular activities at MAN 2 Model Medan has been carried out well and has contributed positively to improving the quality of student services through four main aspects, namely tangible, reliability, responsiveness, and assurance. The availability of facilities, structured schedules, budget support, and the presence of supervisors indicate adequate physical aspects; consistency in implementation and clarity of organizational structure reflect reliability; openness to student aspirations shows responsiveness; and the competence of supervisors and continuous evaluation provide assurance of quality services. Implicitly, these findings affirm that well-planned and responsive extracurricular management can be an effective strategy in improving education services holistically. However, this study has limitations because it was conducted at only one location and used a qualitative approach, so it cannot yet be generalized widely. Therefore, future research is recommended to expand the study objects, use a quantitative or mixed-method approach, and examine other variables to obtain more comprehensive and in-depth results.

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