

Educational Service Strategy in Increasing Public Interest in Madrasahs and Integrated Islamic Schools

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ABSTRACT: Public interest in integrated Islamic madrasahs and schools is growing, yet challenges remain in delivering comprehensive and effective educational services. This study aimed to explore the forms of educational services developed in madrasahs and integrated Islamic schools, as well as the involvement of teachers, educational personnel, and parents in enhancing service quality. A qualitative descriptive approach was employed, using in-depth interviews, observations, and documentation at four research sites in Serang City, Indonesia. Participants included school principals, teachers, administrative staff, and parents. The results indicated that suitable educational services in madrasahs comprised core subject learning, extracurricular activities, talent development, and library services. Additional facilities included science laboratories, counseling rooms, places of worship, school cooperatives, canteens, and multimedia rooms. In integrated Islamic junior high schools, services also involved dormitory management, health programs, and auxiliary services such as laundry and sewing. Teacher councils and educational personnel actively supported these services, while parental involvement further enhanced service quality. Limitations included restricted land for sports facilities and the need for improved public awareness of new services. In conclusion, integrated Islamic schools that implement comprehensive educational strategies attract greater public interest and foster holistic student development. Future research should investigate the long-term impact of these services on academic performance, character formation, and community engagement, as well as strategies to optimize limited resources and expand access to high-quality educational services.

KEYWORDS: Educational services; strategy; community interest; madrasah; integrated Islamic school

1. Introduction

Integrated Islamic schools began to attract significant interest after establishing boarding school facilities. These schools offered students an integrated academic education combined with Islamic learning and character development [1]. The emergence of Covid-19 presented serious challenges to people's lives and, as a result, led to many reconstruction processes in various aspects of normal life [2]. Islamic schools with the concept of Islamic boarding education increased every year in Indonesia. These schools provided students with an integrated academic education along with Islamic values and character formation [1].

Government-owned madrasas and integrated Islamic schools that operated boarding facilities began to receive considerable attention from the community. However, it was equally important to shift the focus of Western media toward promoting reform within the entire education system [3].

Government-owned madrasas became a primary choice for many due to their affordability, which addressed issues of poverty, while also emphasizing the study of Arabic [4]. Integrated Islamic schools that had boarding facilities grew in popularity. This integration needed to be implemented systematically and carefully planned by the schools as education providers through effective communication between schools and students [1]. An analytical framework consisting of three dimensions was developed to describe the closeness and distance between teachers and students from interpersonal, identity, and knowledge perspectives [5]. Religious communities were also challenged to reconstruct their rituals and worship practices safely to prevent the spread of the virus [2]. Even though the cost of education in integrated Islamic schools was relatively high, students' daily meals still relied on traditional food menus, such as tofu and tempeh. The distribution of nutrition had to be managed systematically and planned by the schools through good coordination and communication with the students [1]. This study aimed to describe various forms of educational service strategies. Previous research emphasized the importance of educating customers about satisfaction with service innovations [6]. The leadership practices of principals and teachers were found acceptable in terms of policy, social support, and financial dimensions but still lacked adequate structural and pedagogical aspects in implementing blended learning [7].

2. Materials and Method

2.1. Research design.

This study employed a qualitative descriptive research design, carried out through face-to-face and virtual interviews. Sampling continued until data saturation was achieved, resulting in eleven parents and caregivers who met the inclusion criteria [8]. The qualitative descriptive approach enabled an in-depth understanding of the participants' experiences and perspectives. The credibility of this research was established through the criteria of credibility, transferability, confirmability, and dependability. The findings revealed three main categories: expressions of concern, treatment efforts, and acceptance of the situation [8].

2.2. Study population and sample.

The study population included students and parents from Madrasah Tsanawiyah Negeri 1 Serang City, Madrasah Tsanawiyah Negeri 2 Serang City, Integrated Islamic Junior High School Nur El-Qolam, and Integrated Islamic Junior High School La Royba, located in Serang City, Banten Province, Indonesia. The research participants consisted of the principal, head of administration, one representative from the teacher council, one representative from the parents, and two representatives from each of the four schools. This sampling strategy ensured a diverse range of perspectives across administrative, teaching, and parental stakeholders. One of the Government of Indonesia's strategies to reduce illiteracy has been the establishment of primary school teacher training centers in each village to strengthen access to fundamental education services [9].

2.3. *Data collection procedures.*

Data were collected through interviews, observations, documentation, and triangulation. Prior to data collection, the researcher developed detailed guidelines for interviews, observations, and documentation. All interviews were conducted via WhatsApp audio calls with participants' consent and were recorded to ensure accuracy. The interview guidelines focused on educational service strategies and their appropriateness, the empowerment of teachers, education personnel, and parents, as well as community interest in integrated Islamic schools and madrasas. The observation guidelines were based on indicators from the Eight National Education Standards, emphasizing process standards, educator and educational personnel standards, facilities and infrastructure standards, and management standards. Documentary data included the profiles of MTs Negeri 1 Serang City, MTs Negeri 2 Serang City, SMPIT Nur El-Qolam, and SMPIT La Royba Serang City.

2.4. *Data validation and analysis.*

Data validation was performed using triangulation techniques and multiple data sources [11]. Both primary and secondary data were analyzed descriptively and thematically, following an inductive thematic analysis approach [10, 12, 13]. The integration of interviews, observations, and documentation allowed for a comprehensive understanding of the educational service strategies applied in integrated Islamic schools. Responses from key informants were analyzed to produce analytical descriptions from which general conclusions were drawn.

3. **Results**

3.1. *School profile and statistical data.*

Based on the results of observations and documentation studies at the research sites, statistical data were obtained regarding the number of teachers, students, employees, land area, study groups, and accreditation status at the four schools, as presented in Table 1. MTs Negeri 1 Serang City had the highest number of students (718) and teachers (63), as well as the greatest number of study groups (30). However, it had the smallest land area (3,670 m²), which is located in a relatively elite residential area near the Bayangkara highway. The high land prices in this area limited the school's ability to expand its facilities, and the madrasah management has relied on the hope that part of the land may be donated as waqf land. The large student population at MTs Negeri 1 Serang City is historically rooted, as the school was established in 1983 under PGAN Serang and later relocated in 1991. Students come not only from Serang City but also from surrounding regions including Cilegon City, Pandeglang, Lebak, and Tangerang. To accommodate the large student body, the school employs a substantial number of teachers, many of whom hold S-1 and S-2 qualifications and professional teacher certifications, with some pursuing postgraduate studies funded by certification incentives.

Although MTs Negeri 1 Serang City had the largest student and teacher numbers, its limited land compared to the other schools reflects historical planning priorities, which focused more on student character and academic development than on land expansion. MTs Negeri 2 Serang City, on the other hand, had the largest land area (8,333 m²) but a smaller student population (426) and fewer teachers (28). This is partly due to public perceptions of state-run madrasas and competition from nearby private Islamic schools. Researchers suggest that the

establishment of boarding facilities, similar to those at MAN 2 Serang City, could increase student enrollment in the future.

Table 1. Statistical data on research locations.

No.	Statistical Data	MTsN 1 Kota Serang	MTsN 2 Kota Serang	SMPIT Nur El Qalam	SMPIT La Royba
1	Number of teachers	63	28	12	12
2	Number of students	718	426	58	82
3	Number of employees	15	15	3	3
4	Land	3670	8333	6000 m ²	1220 m ²
5	Number of Study groups	30 Study groups (10 + 10 + 10)	15 Study groups (5 + 5 + 5)	3 Study groups (1+1+1)	5 Study groups (2+2+1)
6	Accreditation Value	A	A	A	B

Integrated Islamic Junior High School Nur El-Qolam had a relatively small number of students, organized into three study groups, but received an A accreditation, reflecting the school's strong curriculum administration and technologically literate teaching staff. The limited student enrollment is influenced by its location within a residential area, which presents accessibility challenges for parents, and the school's policy requiring students to reside in the boarding facility. Addressing these issues, such as introducing a student pick-up system or optional boarding, may increase enrollment. Integrated Islamic Junior High School La Royba had a smaller student population and received the lowest accreditation score (B) among the four schools. While the school's physical infrastructure and boarding facilities are adequate, the combination of the standard Ministry curriculum and the Islamic boarding school curriculum may have affected optimal implementation, contributing to the lower accreditation rating. The overlap of facilities between the junior high school, elementary school, and boarding school also poses challenges in clearly distinguishing institutional ownership and management.

3.2. Educational services provided.

Based on interviews with the vice principals responsible for curriculum affairs at the four research sites—MTs Negeri 1 Serang City (JR.1), MTs Negeri 2 Serang City (JR.2), SMPIT Nur El-Qolam (JR.3), and SMPIT La Royba (JR.4)—data were obtained regarding the forms of educational services, their appropriateness, and areas needing improvement. The results show that the most appropriate forms of educational services varied depending on school type and available facilities. At MTs Negeri 1 Serang City (JR.1), essential services included providing lessons for basic subjects, guiding extracurricular activities, developing students' talents and interests, and maintaining library resources. For MTs Negeri 2 Serang City (JR.2), suitable services included the school library, science laboratory, places of worship, counseling services, cooperative management, canteen services, and multimedia facilities. For boarding school-based institutions, such as SMPIT Nur El-Qolam (JR.3), educational services focused on fostering reading habits, managing student cooperatives, and providing dormitory facilities. Similarly, at SMPIT La Royba (JR.4), the emphasis was on basic and assistive services, as well as services related to students' daily and domestic needs. The interviews also highlighted that certain services were less suitable for development due to limitations in land and infrastructure. For example, sports facilities were limited at MTs Negeri 1 and MTs Negeri 2 Serang City, requiring adaptations such as using ceremonial fields for physical activities. SMPIT Nur El-Qolam tailored activities to student needs, while SMPIT La Royba focused on providing

essential services, including food, school supplies, and household items through a school canteen.

Table 2. Forms of educational services in madrasahs and integrated islamic schools based on interviews with school leaders.

No	Question / Statement	MTsN 1 Serang City	MTsN 2 Serang City	SMPIT Nur El-Qolam	SMPIT La Royba
1	What are the forms of educational services that are appropriate and suitable for madrasah institutions or integrated Islamic schools?	1. Learning for main subjects 2. Extracurricular guidance 3. Development of students' talents and interests 4. Library services	1. School library 2. Science laboratory 3. Worship facilities 4. Guidance counseling 5. School cooperative 6. UKS (School Health Unit) 7. Canteen 8. Multimedia space	1. Library services 2. Health programs 3. Dormitory management 4. Guidance counseling 5. Student cooperative learning	a. Basic services b. Assistive services
2	Are there educational services that are not suitable to be developed at research locations?	Limited sports fields	Limited sports fields	Cafeteria	Depends on student needs; no unsuitable services reported
3	Which services are most suitable to be developed in madrasahs or integrated Islamic schools?	Nurturing students' talents and interests	1. UKS 2. Cooperative 3. Canteen 4. Library	Student cooperative programs for Sharia-based buying and selling	1. Teaching personnel (main teaching responsibilities) 2. Administrative personnel (management and supervision) 3. School facility personnel (libraries, learning resource centers, language labs) 4. Student services personnel (guidance, counseling, health, testing, work placement, and activity coordination)

3.3.Implementation of educational service strategy and parental involvement.

Table 3 presents the results of interviews with school leaders regarding the implementation of educational service strategies and the potential role of parents in improving educational services. The interview participants were vice principals responsible for curriculum affairs at MTs Negeri 1 Serang City (JR.1), MTs Negeri 2 Serang City (JR.2), SMPIT Nur El-Qolam (JR.3), and SMPIT La Royba (JR.4). The findings indicate several supporting factors for the implementation of educational service strategies. These include students' strong motivation to achieve both academic and non-academic goals (JR.1 and JR.2) and internal school support that aligns with the school's vision and mission (JR.3 and JR.4). Parents also demonstrated strong interest and expectations regarding their children's academic success.

Table 3. Interview results on the implementation of educational service strategies and parental involvement.

No	Question/Statement	MTsN 1 Serang City (JR.1)	MTsN 2 Serang City (JR.2)	SMPIT Nur El-Qolam (JR.3)	SMPIT La Royba (JR.4)
1	Supporting factors and obstacles to implementation	Student motivation; obstacles: limited finances	Internal school support; obstacles: community unfamiliarity with programs	Internal school support; obstacles: unfamiliar programs	Parent willingness and expectations; obstacles: need for socialization and orientation
2	How parents are empowered to improve educational services	Parent deliberations via school committee	Participation in cooperatives, canteen, and guidance on learning activities	Parenting seminars to provide insights on educational services	Participation in school cooperative, canteen, and parent events
3	Parents who tend to refuse educational programs	Rarely, not significant	Few parents refuse	Minimal refusal	Almost none

However, several obstacles were identified. Limited financial resources constrained students' and parents' ability to participate fully in all educational programs (JR.2). Additionally, some students and parents were initially less interested in newly introduced educational services or unfamiliar programs, requiring a period of socialization, demonstration of outcomes, and orientation activities, often conducted during parent meetings (JR.1, JR.3, and JR.4). Parents actively contributed to improving educational services in various ways. For instance, they participated in school budget deliberations and provided suggestions for madrasah activities (JR.1). Parents supported healthy canteen programs by supplying students' favorite snacks (JR.4) and contributed to the school cooperative by providing items for sale or services (JR.2). Integrated Islamic schools also organized parenting seminars to enhance parents' understanding of the learning process (JR.3). Regarding parental acceptance, the majority of parents did not reject the educational service programs (JR.1–JR.4). High levels of parental trust in school management were evident, as many students were “descendant students,” following in the footsteps of parents, siblings, or other relatives who previously attended the school. Peer networks further reinforced student enrollment, highlighting the importance of parental confidence and community reputation in the success of educational service strategies.

3.4. Role of educational personnel and parental involvement in improving educational services.

Table 4 presents the results of interviews regarding the role of educational personnel in enhancing the quality of educational services, their acceptance of empowerment programs, and the involvement of parents in supporting school activities. Interview participants included vice principals responsible for curriculum affairs at MTs Negeri 1 Serang City (JR.1), MTs Negeri 2 Serang City (JR.2), SMPIT Nur El-Qolam (JR.3), and SMPIT La Royba (JR.4). The findings indicate that educational personnel actively contribute to improving educational services. At MTs Negeri 1 Serang City, staff organized basic educational services along with outing classes and research activities (JR.1). MTs Negeri 2 Serang City focused on cultural literacy programs and the use of digital libraries (JR.2). SMPIT Nur El-Qolam emphasized library services and the reading movement through e-book resources (JR.3), while SMPIT La Royba managed school canteens to support student needs (JR.4). Outing classes and research activities typically take place annually in cities such as Bandung, Jakarta, and Yogyakarta, providing students with exposure to the scientific world and youth culture, and preparing them for higher education

(JR.1). Similarly, parental involvement supported students' learning motivation, engagement, and future readiness (JR.2–JR.4).

Table 4. Interview results on the role of educational personnel and parental involvement in improving educational services.

No	Question/Statement	MTsN 1 Serang City (JR.1)	MTsN 2 Serang City (JR.2)	SMPIT Nur El-Qolam (JR.3)	SMPIT La Royba (JR.4)
1	Actions taken by educational personnel to improve services	Basic services, outing classes, research activities	Cultural literacy, digital library	Library services, e-book reading programs	Management of school canteen
2	Educational personnel who tend to refuse empowerment programs	No formal refusal; informal reluctance occasionally	No formal refusal; some personal reluctance	Minimal refusal; individual cases only	No formal refusal; some minor reluctance
3	Ways parents are empowered to improve educational services	Parent deliberations facilitated by school committee	Involvement in school committee programs	Participation in cooperatives and joint activities	Participation in annual events such as Ramadan celebrations, support for cooperative

Regarding resistance to empowerment programs, formal refusal among educational personnel was rare across all four schools (JR.1–JR.4). However, informal or individual reluctance occasionally occurred, particularly when programs conflicted with family responsibilities, such as extended school hours during Ramadan (JR.1–JR.4). For instance, some teachers with young children expressed difficulty in managing family needs during full-day learning activities. Despite this, educational personnel generally complied with program implementation.

Parents played a significant role in supporting educational services. They participated in school events such as Ramadan celebrations by providing food and snacks, collaborated with school cooperatives (JR.1), and contributed financially to activities such as marching band competitions at provincial and national levels (JR.1). In some cases, parents declined certain services, such as catering, preferring to provide meals at home (JR.2–JR.4). Overall, the findings highlight the collaborative relationship between educational personnel and parents in enhancing the quality and effectiveness of educational services while navigating practical and cultural considerations.

3.5. Parental attitudes and community preferences toward educational services.

Table 5 summarizes the results of interviews regarding parents of students who tend to refuse educational service programs, as well as the general preferences and trends of the community toward educational services. Interview participants included vice principals responsible for curriculum affairs at MTs Negeri 1 Serang City (JR.1), MTs Negeri 2 Serang City (JR.2), SMPIT Nur El-Qolam (JR.3), and SMPIT La Royba (JR.4). The data indicate that parental refusal of educational services is minimal. At MTs Negeri 1 Serang City, some parents occasionally declined services, such as catering coordinated by homeroom teachers, though this did not significantly hinder program implementation (JR.1). Similarly, refusal was rare at MTs Negeri 2 Serang City (JR.2) and SMPIT Nur El-Qolam (JR.3), while at SMPIT La Royba, a small proportion of parents expressed reluctance, mainly due to unfamiliarity with school activities (JR.4). Community preferences toward educational services varied depending on the living area. Parents in housing complexes generally preferred integrated Islamic schools,

particularly those with boarding facilities, to ensure their children receive both adequate academic knowledge and moderate religious guidance (JR.3 and JR.4). Parents outside housing complexes tended to send children to full-day schools or madrasas, relying on home and community support for religious guidance (JR.1 and JR.2).

Table 5. Interview results on parental refusal, community preferences, and trends in educational services.

No	Question/Statement	MTsN 1 Serang City (JR.1)	MTsN 2 Serang City (JR.2)	SMPIT Nur El-Qolam (JR.3)	SMPIT La Royba (JR.4)
1	Are there parents who tend to refuse educational service programs?	Sometimes, but it does not fully inhibit program implementation	Almost none	Few parents tend to refuse	Small percentage refuse, mainly due to unfamiliarity with school activities
2	General community preference toward forms of educational services	Considered the best services	Very supportive	Positive, especially in housing complexes; less so in villages	Parents in housing complexes prefer schools with boarding facilities
3	General trend of community regarding educational services developed	Tends to assume best	Very supportive	Positive trend toward madrasah and integrated Islamic schools	Most of the community supports school programs and services

The interviews also revealed a positive trend in community acceptance of the schools at the research locations. This is reflected in the increasing enrollment of children from the surrounding community and the willingness of parents to send their children to schools even at considerable distances from their homes, indicating growing confidence in educational quality and the development of independent learning (JR.1–JR.4). Based on these findings, the study suggests that families seeking comprehensive general and religious education, strong scientific and linguistic skills, and a national perspective may consider state Islamic junior high schools (madrasah tsanawiyah). In contrast, families aiming for a modern and moderate Islamic education with boarding school facilities, emphasizing digital literacy, scientific knowledge, and linguistic development, may consider integrated Islamic junior high schools.

3.6. Brief profile of each school.

Table 6 presents a concise profile of the four schools included in the study, highlighting key criteria such as type, land size, facilities, accreditation, establishment year, and human resources. Based on Table 6, MTs Negeri 1 Kota Serang stands out in terms of the number of teachers, student population, governance, and the availability of learning facilities, indicating a generally superior profile compared to the other schools. MTs Negeri 2 Kota Serang shows strong potential for future development due to its large land area (8333 m²), which allows for possible expansion despite a smaller number of teachers and students. SMPIT Nur El Qolam also demonstrates developmental potential, with sufficient land and facilities to support growth. SMPIT La Royba, although smaller in terms of land and student numbers, remains stable primarily due to external support from the Kuwait Embassy, including a mosque as part of its learning facilities, and the appeal of its boarding school program. In terms of challenges, MTs Negeri 1 Kota Serang faces constraints related to limited land in a prime urban area, where land prices are high and increasing, limiting the possibility for physical expansion. MTs Negeri 2 Kota Serang, located in a suburban area, must compete with nearby public schools such as

SMP Negeri 11, SMP Negeri 8, and SMP Negeri 19 Serang City, which may affect student enrollment despite its large land area. Integrated Islamic schools, namely SMPIT Nur El Qolam and SMPIT La Royba, rely heavily on the sustainability of their boarding school programs. Their continued operation depends on the attractiveness and quality of boarding school facilities, which have become a key factor in maintaining student enrollment.

Table 6. Brief Profile of Each School.

No.	Criteria	MTsN 1 Kota Serang	MTsN Kota Serang	SMPIT NUR EI QOLAM	SMPIT LA ROYBA
1	Type	Country	Country	Private	Private
2	Land Size	3670	8333	6000 m ²	1220 m ²
3	Facilities	Complete	Complete	Complete	Complete
4	Accreditation	A	A	A	A
5	Year Established	2015		2019	2003
6	Number of teachers	63	28	12	12
7	Number of students	718	426	58	82
	Number of employees	15	15	3	3

4. Discussion

4.1. Management strategies and educational service implementation.

The management of madrasah educational institutions and integrated Islamic schools can develop educational service strategies that are appropriate and beneficial for the community. The study identified three main themes regarding these strategies: (1) special education and related service hours decreased during virtual learning; (2) parents reported that their children could not participate effectively in virtual learning without substantial adult support; and (3) parents were often unable to assist their children due to other commitments, including work and childcare [14].

4.2. Empowerment of teachers and educational personnel.

The management of integrated Islamic madrasahs and schools actively empowers the potential of the entire teacher council. This is particularly important because children are often perceived as neglecting their studies and misusing digital devices [15]. Empowering educational personnel can sometimes produce contradictory results. Researchers have described this phenomenon using a “lagging view,” which suggests that individuals who adopt educational strategies at a younger age require less “catch-up” than those who adopt them later [16]. Efforts to strengthen the role of educational personnel include improving literacy programs, conducting research-oriented classes, and implementing digital library services. These measures ensure that teachers and staff can provide high-quality educational experiences even under challenging conditions.

4.3. Empowerment of parents.

The potential of parents is another key factor in improving the quality of educational services. Although parents’ perceptions of general parenting support are correlated with mealtime-specific support, both mothers and fathers report feeling less supported in mealtime-specific roles compared to their overall parenting responsibilities [17]. Schools actively involve parents in educational programs, such as participation in school committees, managing healthy canteens, and supporting cooperative activities. These initiatives encourage parental

engagement, enhance learning outcomes, and foster collaboration between the school and families [21].

4.4. Role of government and community support.

Local governments play a crucial role in supporting madrasah and integrated Islamic school management. Recommended strategies include grants, monthly incentives for teachers, and provision of technical facilities for boarding schools. Such support facilitates blended learning and improves the overall educational experience [7, 21]. The COVID-19 pandemic has created additional financial challenges for educational institutions, impacting their ability to maintain operations and provide adequate services [19]. Governments and NGOs are encouraged to engage religious leaders to raise public awareness about the importance of managing educational institutions effectively [20].

4.5. Public perception and enrollment trends.

Government-owned madrasas tend to attract higher enrollment due to the completeness of their facilities, perceived stability, and quality of education compared to private madrasas. Confidence in government-managed schools is reflected in the superior quality of their alumni. Integrated Islamic schools with boarding facilities are increasingly popular, even though tuition costs are higher. Daily student meals often rely on traditional options such as tofu, highlighting the need for government support to improve boarding school facilities and enable more effective blended learning [7]. Additionally, public interest in Islamic educational institutions can be strengthened by analyzing trends in online religious content, user engagement, and interactions [23]. Educational methods should balance religious instruction with linguistic and scientific competencies to prevent the marginalization of specific academic areas [24].

4.6. Challenges and recommendations.

Key challenges include limited land for urban madrasas, competition with nearby schools, and the need to raise public awareness of integrated Islamic schools. Addressing these challenges requires coordinated efforts by school management, government agencies, and the wider community. Strategies include improving facilities, enhancing teacher training, and fostering parental involvement to ensure that educational institutions effectively meet community needs [24].

5. Conclusion

Based on the results of the research and discussion above, the following conclusions can be drawn. First, public interest in integrated Islamic madrasas and schools is higher when they are supported by optimal educational services. Second, the management of educational institutions, including both madrasahs and integrated Islamic schools, should conduct regular evaluations of the educational process at least once per semester. Third, the most suitable forms of educational services developed in madrasahs include: providing a conducive learning environment for core subjects, offering extracurricular activities, fostering students' talents and interests, and meeting reference needs in libraries. For other facilities, these services include school libraries, science laboratories, places of worship, counseling rooms, school cooperatives, canteens, and multimedia rooms. For students of Integrated Islamic Junior High

Schools, suitable educational services include: providing libraries and promoting reading interests, implementing environmental health programs and promoting hygiene habits, offering more comfortable and adequate dormitories, providing student counseling and guidance services, meeting the needs of merchandise in school cooperatives, providing store services related to students' domestic and primary needs, and offering auxiliary services such as laundry, sewing of used clothes, and storage for items no longer in use.

Author contributions

Anis Fauzi drafted the introduction and materials and methods sections of the article. The Misbayani Misbayani drafted the results and discussion sections. Yuli Rohmiyati drafted the conclusions, author contributions, and acknowledgements sections.

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