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Organizational Governance and Perceived Educational Service Quality in an Indonesian Islamic Boarding School: A Cross-Sectional Study

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A R T I C L E I N F O

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A B S T R A C T

This study examined the association between organizational governance and educational service quality at an Indonesian Islamic boarding school. A cross-sectional survey of 151 students used proportional stratified random sampling; responses were collected during 11 July–24 August 2026. Governance and service quality were measured using 20 items each. Mean scores were 3.401 and 3.428, respectively. Governance correlated positively with service quality ($r = 0.697$, $p < 0.001$). Simple regression yielded $B = 0.765$ (95% CI 0.638–0.892) and $R^2 = 0.486$. Internal service records highlighted delayed announcements and complaints. The findings support attention to information coordination and service accountability, without establishing causation

INTRODUCTION

Islamic boarding schools combine academic and residential services, from administration and schedules to complaints. These encounters make communication and coordination part of students' service experiences. Indonesia recognizes pesantren's multiple educational and social functions (Republic of Indonesia, 2019).

At the studied school in Sampang Regency, East Java, first-semester 2026 records show recurrent administrative discontinuities. Among 420 services, 63 (15.00%) exceeded a two-working-day standard, 51 (12.14%) required document resubmission and 34 (8.10%) required repeated inter-unit confirmation. Eleven of 29 complaints (37.93%) took longer than three working days to resolve, while 18 of 40 activity notices (45.00%) were issued less than one day beforehand. These are different service indicators, not interchangeable failure rates; together they signal inconsistent timing, clarity and coordination without identifying a common cause.

Operational problems require explanations rather than automatic attribution. A late notice may arise from unclear responsibility or an unexpected schedule change; repeated document submission can reflect inconsistent guidance or incomplete preparation. Governance theory foregrounds transparency, accountability, participation and fairness in organizational decision-making (United Nations Development Programme [UNDP], 1997; Organisation for Economic Co-operation and Development [OECD], 2017). Systems theory stresses interactions among service units (Katz & Kahn, 1978). Both perspectives offer plausible explanations, not proof that governance caused the recorded delays.

Studies of educational service quality commonly rely on students' evaluations. Sultan and Wong (2012) emphasized information and experiences in university services; Ali et al. (2016) linked quality to satisfaction, image and loyalty among international students. Latif et al. (2019) developed higher-education measurement domains, while Wider et al. (2024) mapped 205 SERVQUAL publications and documented contextual adaptation. Their university-centered evidence confirms multidimensional service assessment but does not directly address the overlapping academic and residential encounters of pesantren students.

Governance research follows a related but different trajectory. Nor et al. (2022) investigated governance and service quality in Indonesian public organizations rather than schools. Among 378 university staff and administrators, Atanaw et al. (2025) found generally positive correlations but negative adjusted estimates for some governance dimensions. Al-Refaei et al. (2024) combined academic staff and student perspectives on university service quality. These differences in setting, measurement and model specification caution against assuming a uniformly positive effect for every governance component.

Pesantren-focused studies are more directly relevant. Rahim et al. (2025) identified 19 service attributes for improvement using SERVQUAL and quality function deployment; Muttaqin (2025) described institutional adaptation in the

governance of pesantren. The studies illuminate user-defined service priorities and organizational change but do not estimate the present relationship between students' governance and service-quality perceptions. The contribution sought here is therefore specific and empirical: combining student-defined constructs with independently compiled operational records, not claiming a new universal theory.

This study described perceived governance and educational service quality among senior-secondary pesantren students in Sampang, quantified their cross-sectional association and identified administrative priorities. Semester-level service records supplied operational context without entering the individual-level regression. Conclusions concern one residential organization and a perceived association, not the causal impact of governance reform.

LITERATURE REVIEW

Organizational Governance as Student-Visible Practice

Governance concerns how authority, information, responsibility and participation operate. UNDP (1997) emphasizes stakeholders' ability to articulate interests, and OECD (2017) highlights transparency, accountability and participation. Pesantren students can evaluate service requirements and complaint responses but not confidential managerial decisions. Measurement must therefore focus on the governance practices visible during service encounters, rather than treating student reports as assessments of the complete management system.

Five dimensions were measured: transparency (clarity and timely access to information), accountability (identifiable responsibility and complaint follow-up), participation (opportunities to express needs), fairness and rule consistency (impartial and predictable treatment), and inter-unit coordination (aligned information and referrals). Coordination builds on Mintzberg's (1979) argument that divided labor requires integration. The five domains constitute one composite governance measure, not five independently estimated causal predictors.

Educational Service Quality in Residential Schooling

SERVQUAL distinguishes reliability, responsiveness, assurance, empathy and tangibles (Parasuraman et al., 1985, 1988). Here, these domains represent accuracy and timing, assistance, competence and trust, considerate communication, and physical support for educational services. The instrument addresses administrative, information, complaint and residential encounters. It evaluates experienced service alone: expectation-minus-perception gaps and student learning outcomes were not measured.

Service constructs require contextual definition. Sultan and Wong (2012) incorporated student experience into higher-education quality measurement, and Latif et al. (2019) developed a domain-specific instrument. Rahim et al. (2025) used a gap-based SERVQUAL approach to set pesantren service priorities, whereas this study uses perception scores. Accordingly, reported

service-quality means are not numerically comparable across those designs without harmonized measurement.

Association Between Governance and Service Quality

Transparent procedures may reduce uncertainty, accountability may facilitate follow-up, and coordination may limit contradictory instructions across offices. These are possible pathways linking governance with reliability and responsiveness. Al-Refaei et al. (2024) connected organizational antecedents to university service evaluations, but Atanaw et al. (2025) found mixed adjusted coefficient directions. Context and statistical specification therefore matter, making an association hypothesis appropriate without assuming causation.

The two constructs were assessed by the same students at one time. Governance was the designated regression predictor, not an experimentally manipulated cause. H1: Higher perceived organizational governance is positively associated with higher perceived educational service quality among students in the studied Islamic boarding school.

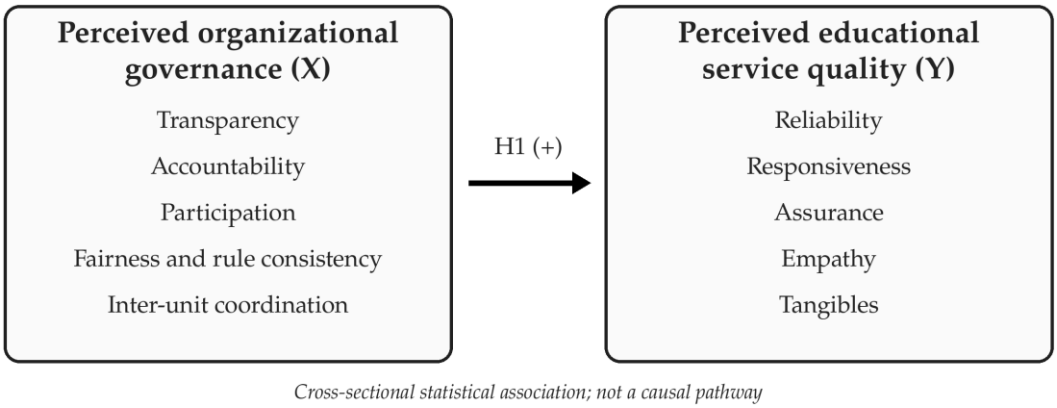


Figure 1. Conceptual Framework (adapted from the thesis model)

METHODOLOGY

Design, Setting, and Participants

A quantitative cross-sectional survey was conducted at a pseudonymized Islamic boarding school in Sampang Regency, East Java, from 11 July to 24 August 2026. Individuals, not schools, were the analytic units. Of 486 active students, 242 met the accessible-population criteria: MA or SMK Grade XI–XII students who had studied or resided at the institution for at least one year and had used an educational support service.

The accessible population was divided into four school-stream and grade strata, and 151 students were selected by proportional stratified random sampling using coded Excel lists (Yamane, 1967). To offset nonresponse, 168 forms were distributed and 159 returned; five incomplete and three irregular-response forms were excluded, leaving 151 usable questionnaires. The nine nonreturns were also excluded. Random replacement within strata was documented, although sampling procedures cannot eliminate nonresponse bias.

The minimum sample followed the finite-population calculation, where N denotes eligible students, e the design margin and n the required sample size:

$$n = N / (1 + N e^2) \quad (1)$$

Substituting N = 242 and e = 0.05 gives n = 150.78, rounded to 151. The design parameter does not eliminate non-sampling errors, and the accessible population is narrower than the full school enrollment.

Measures, Data Sources, and Ethics

Two 20-item self-report scales used five-point Likert responses. Governance covered transparency (X1–X4), accountability (X5–X8), participation (X9–X12), fairness and rule consistency (X13–X16), and inter-unit coordination (X17–X20). Service quality covered reliability (Y1–Y4), responsiveness (Y5–Y8), assurance (Y9–Y12), empathy (Y13–Y16), and tangibles (Y17–Y20). Item means formed dimension and construct composites; higher values indicate more favorable perceptions. The outcome is not a SERVQUAL expectation-minus-perception gap score.

Three experts evaluated content relevance and clarity before data collection. Aiken's V ranged from 0.778 to 1.000; eleven items received minor revisions and all 40 were retained (Aiken, 1985). In a separate 30-person pilot, every corrected item-total correlation exceeded 0.30. Cronbach's alpha assessed internal consistency in pilot and main samples. Participants were informed that responses were voluntary and confidential, and personal identifiers were not collected. The institution was pseudonymized.

Contextual sources comprised January–June 2026 administrative service logs (420 cases), complaints (29) and activity notices (40), alongside nonparticipatory observation of service arrangements. These records were not linked to individual survey responses and were excluded from regression; they informed interpretation of administrative processes only.

Statistical Analysis and Interpretation Limits

Means, standard deviations and Cronbach's alpha described measures; Pearson r summarized the bivariate relationship. Ordinary least squares estimated service quality from governance. Shapiro–Wilk, Kolmogorov–Smirnov, a quadratic term, Breusch–Pagan, Glejser, residual/leverage and Cook's diagnostics, and Durbin–Watson examined model adequacy. Harman's single-factor statistic provided a limited screen for common method bias. The thesis reports calculations in Microsoft Excel.

For student i, the prespecified single-predictor model was:

$$Y_i = \beta_0 + \beta_1 X_i + \varepsilon_i \quad (2)$$

In Equation (2), Y_i is the student's service-quality score, X_i is perceived governance, β_0 is the intercept, β_1 is the regression slope and ε_i is unexplained variation. Reporting includes $\alpha = 0.05$ tests, 95% confidence intervals, effect magnitude and R^2. The design measures association, not a causal effect of changing governance.

RESEARCH RESULT

Sample Formation and Data Quality

The analytic dataset contained 151 usable student questionnaires, meeting the planned minimum sample after exclusion of nine nonreturns, five substantively incomplete questionnaires and three forms with implausible response patterns. The distribution and returns were documented with respondent codes. Table 1 presents the accessible population and the target proportional allocation actually reported in the study. Each stratum was represented among the 151 analyzed cases. The study examined MA and SMK streams together because residential, information and administration services crossed formal school units.

Of the 151 valid respondents, 82 (54.3%) were male and 69 (45.7%) female. One hundred and two (67.5%) had studied or lived in the institution for one to two years, while 49 (32.5%) reported at least three years. The four analytic strata contributed 40, 36, 39 and 36 students, corresponding closely to the eligible population shares. These characteristics contextualize whose perceptions entered the model, but sex and duration were not used as statistical controls. The 159 returned forms represent 94.6% of questionnaires distributed; the 151 analyzed cases represent 89.9% of distributions. The loss of eight returned forms after screening merits recognition because excluded responses could differ systematically from retained ones.

Table 1. Accessible Population and Proportional Analytic Allocation

Student stratum	Eligible students	Analytic cases
MA Grade XI	64	40
MA Grade XII	58	36
SMK Grade XI	62	39
SMK Grade XII	58	36
Total	242	151

Source: School register and sample allocation, 2026. Distributed = 168; returned = 159; usable = 151.

The content validation and pilot testing preceded the main analysis, reducing the risk that ambiguous item wording would be treated as a measured governance difference. Table 2 reports construct-level reliability. Governance alpha was 0.943 and service-quality alpha was 0.949 in the main data; all five dimension alphas for each construct exceeded 0.80. These coefficients support internal consistency of the items but do not independently demonstrate that governance and service quality are distinct latent constructs. Their conceptual

separation is therefore maintained through item definitions and cautious analysis rather than asserted from alpha alone.

Table 2. Measurement Quality Summary

Measure	Items	Pilot α (n=30)	Main α (n=151)
Perceived governance (X)	20	0.953	0.943
Perceived service quality (Y)	20	0.960	0.949

Source: Thesis instrument testing, 2026. Across all items: expert Aiken's V = 0.778–1.000; corrected item-total correlations in the pilot = 0.440–0.837 (X) and 0.576–0.840 (Y).

Governance and Service-Quality Profiles

The composite governance mean was 3.401 (SD = 0.547) on the five-point scale. Inter-unit coordination was the lowest-rated governance dimension (mean 3.281), followed by participation (3.320), whereas fairness and rule consistency was the highest (3.634). The item on cross-unit consistency of information (X18) scored 3.219; timely information about schedule changes (X4) and clarity of inter-unit referrals (X19) each scored 3.232. By contrast, certainty of service procedures (X15) scored 3.682. The gap between these perceptions points to more favorable views of formal fairness and rules than of their communication across organizational units.

The variation also appeared when students were grouped by composite-score categories reported in the thesis. For governance, 71 respondents (47.0%) were classified as moderate and 64 (42.4%) as high. This distribution is not well represented by a single overall categorical label, particularly because the published scale thresholds fall near the governance total mean. Means and dispersion therefore provide the primary description. The ranking of weak items is also actionable: cross-unit information consistency (X18, 3.219) and changes to schedules (X4, 3.232) directly concern processes that can be monitored in administrative records.

Perceived educational service quality averaged 3.428 (SD = 0.600). Assurance (3.593) and empathy (3.531) exceeded reliability (3.315), responsiveness (3.371) and tangibles (3.329). Insufficient service-related facilities (Y19; mean 3.172), delayed follow-up (Y7; 3.225) and service timeliness (Y1; 3.238) were the weakest individual indicators. Humane treatment (Y16; 3.623) received the strongest rating. Thus, students' relatively positive assessments of interpersonal treatment did not extend evenly to service speed, continuity or infrastructure.

At the individual level, 62 respondents (41.1%) were classified as having moderate composite service-quality perceptions and another 62 (41.1%) as high; 15 were classified as very high, 11 as low and one as very low. These proportions show heterogeneity behind the high-end aggregate mean. Scores for assurance and empathy cannot compensate mathematically for weak

tangibles or reliability in every student's experience, and no latent profile analysis was undertaken. The descriptive evidence supports targeted inquiry into specific service points rather than assuming that all students encountered the same deficiencies.

Table 3. Dimension-Level Descriptive Statistics

Construct / dimension	**Mean**	**SD**
Governance — transparency	3.377	0.627
Governance — accountability	3.394	0.653
Governance — participation	3.320	0.624
Governance — fairness and rule consistency	3.634	0.669
Governance — inter-unit coordination	3.281	0.648
Governance — total	3.401	0.547
Service quality — reliability	3.315	0.734
Service quality — responsiveness	3.371	0.734
Service quality — assurance	3.593	0.694
Service quality — empathy	3.531	0.692
Service quality — tangibles	3.329	0.679
Service quality — total	3.428	0.600

Source: Student questionnaire data (n = 151), 2026. Five-point composite scores; higher values indicate more favorable perceptions.

These differences are meaningful for descriptive prioritization but should not be interpreted as experimentally demonstrated advantages of one governance dimension over another. The scales have distinct item content and vary in dispersion. Their ordering shows where students reported weaker experiences, rather than which component would yield the largest improvement if changed. In particular, the governance mean of 3.401 lies very close to the transition between the study's moderate and high descriptive bands. Reporting the score and its domain profile is more informative than relying on a broad categorical label.

Operational Records as Contextual Evidence

Administrative logs describe problems that are substantively consistent with some low-rated items but not statistically paired to them. Specifically, the 34 repeated inter-unit confirmations reflect coordination burdens, the 18 last-minute activity notices reflect communication timing, and delayed complaint resolution is relevant to responsiveness and accountability. Table 4 provides the observed numerators and denominators to avoid treating percentages from different recording systems as directly interchangeable.

Table 4. Operational Service Issues Recorded in Semester I 2026

Operational indicator	Denominator	Issues	Share
Administrative services exceeding two working days	420 services	63	15.00%
Documents requiring completion or resubmission	420 services	51	12.14%
Services with repeated cross-unit confirmation	420 services	34	8.10%
Complaints resolved after more than three working days	29 complaints	11	37.93%
Activity notices issued less than one day in advance	40 notices	18	45.00%

Source: School administrative, complaint and announcement records, January–June 2026. Indicators use distinct denominators and may overlap across service cases.

Supporting observation recorded noticeboards and generally usable service rooms, but noted irregular updating of information and service-facility needs. The records and observations identify potential process bottlenecks independently of the survey questions. They cannot validate a respondent-level association because they do not identify which students used which recorded services. This distinction is retained in the subsequent interpretation.

Bivariate Association and Model Checks

Pearson correlation between total perceived governance and perceived service quality was positive ($r = 0.697$, $p < 0.001$, $n = 151$). Correlations between governance dimensions and the total service-quality score reportedly ranged from approximately 0.545 to 0.619; corresponding links between service-quality dimensions and total governance ranged from about 0.538 to 0.650. Accordingly, no single dimension alone accounts for the overall bivariate pattern, although these exploratory dimension-level associations were not subjected to separate multivariable causal interpretation.

Diagnostic checks did not show evidence sufficient to reject the linear formulation under the reported tests (Table 5). Shapiro–Wilk and Kolmogorov–Smirnov residual checks had p-values of 0.270 and 0.585. Adding a squared governance term gave p = 0.536; Breusch–Pagan and Glejser tests yielded p = 0.668 and p = 0.318. Durbin–Watson was 1.925. None of these statistics proves perfect model specification, and a Durbin–Watson value alone does not establish independence in a stratified cross-sectional survey. The collection procedure and the sampling structure are relevant to that assumption.

Table 5. Reported Regression Diagnostics and Method-Bias Check

Check	**Statistic**	**p value / finding**
Shapiro–Wilk residual normality	W = 0.989	0.270
Kolmogorov–Smirnov residual normality	D = 0.062	0.585
Quadratic term (linearity)	0.385	0.536
Breusch–Pagan heteroskedasticity	0.184	0.668
Glejser heteroskedasticity	slope = 0.040	0.318
Durbin–Watson	1.925	descriptive
Maximum |standardized residual|	2.884	below 3
Maximum Cook's distance	0.078	below 1
Harman first-factor share	42.15%	descriptive

Source: Thesis regression and diagnostic output, 2026. The Harman test does not exclude common method bias; influential observations were inspected and retained.

The largest absolute standardized residual was 2.884 and the largest Cook's distance was 0.078. Several cases had leverage above the stated sensitivity threshold (maximum leverage 0.067), but inspection found no documented error warranting deletion. All 151 observations therefore remained in the reported model. The first unrotated Harman factor accounted for 42.15% of item variance; the study treated this as an auxiliary indicator, not evidence that shared method variance was absent.

Regression Estimates and Hypothesis Test

The simple regression produced an unstandardized coefficient of B = 0.765 for governance (SE = 0.064), with a 95% confidence interval from 0.638 to 0.892 and t = 11.878 ($p < 0.001$). The standardized beta was 0.697. The estimated intercept was 0.826 (SE = 0.222; 95% CI 0.387–1.264). Model F was 141.078 ($p < 0.001$). The positive slope and interval excluding zero support the specified directional statistical hypothesis H1 in this sample.

Table 6. Simple Linear Regression of Perceived Service Quality on Governance

Parameter	B	SE	β	t	95% CI
Intercept	0.826	0.222	—	3.721	0.387–1.264
Governance composite (X)	0.765	0.064	0.697	11.878	0.638–0.892

Source: Thesis regression output, 2026. Both coefficients have $p < 0.001$; n = 151; r = 0.697; $R^2 = 0.486$; adjusted $R^2 = 0.483$; F = 141.078 ($p < 0.001$); standard error of estimate = 0.432.

The fitted relationship was $Y = 0.826 + 0.765X$. Within the linear model, a one-point difference in the governance composite corresponded to a 0.765-point difference in expected service-quality score. The model $R^2 = 0.486$ indicates that 48.6% of observed variation in service-quality composite scores was accounted for by the single governance score in this analytic sample. The remaining 51.4% is residual variation, not a measured allocation of effects to particular omitted variables. These coefficients describe contemporaneous covariation; they do not quantify the impact of a governance reform.

DISCUSSION

The empirical pattern has two connected elements. First, student-reported governance and service quality covaried strongly and positively. Second, the descriptive profiles and operational records repeatedly pointed toward information coordination, follow-up and timely service as relatively weak areas. The regression estimate therefore adds relational evidence to a problem that can already be characterized operationally. Its contribution is not the discovery that governance is invariably beneficial, but the finding that a student-visible governance composite explains substantial variation in perceived services in this particular boarding-school setting.

The contrasts within governance are informative. Fairness and rule consistency (3.634) scored above coordination (3.281), suggesting that predictability of formal treatment may be more established than predictable transfer of information between service units. Governance concepts separate the transparency of rules from the ability to put them into action; a student may know a rule yet still receive conflicting instructions from two offices. Mintzberg's (1979) account of organizational coordination and Katz and Kahn's (1978) systems perspective help clarify why division of labor can leave a service

encounter incomplete even where each unit has an assigned responsibility. However, the study did not observe internal decision sequences or estimate a coordination-mediated pathway, so these remain plausible explanations rather than confirmed causal mechanisms.

The complementary service-quality profile reinforces that interpretation. Assurance (3.593) and empathy (3.531) were rated more favorably than reliability (3.315), responsiveness (3.371) and tangibles (3.329). This means that courteous interaction and confidence in staff can coexist with uncertainty about whether a request will be completed at the promised time. Such a distinction is consistent with SERVQUAL's multidimensional conceptualization (Parasuraman et al., 1988), but the distinction should not be overstated: the present scales use perceptions only and do not estimate gaps between expectations and service experiences. Rahim et al. (2025) used the latter gap approach and found 19 service attributes requiring improvement in another pesantren. The studies therefore share the relevance of user-defined priorities but cannot be numerically compared as if their reported scores were constructed identically.

A particularly important feature is that the record-based problems resemble, without establishing statistical concordance with, lower student ratings. The information item X18 averaged 3.219 while the administrative register documented 34 cases requiring repeated cross-unit confirmation; the low timeliness item X4 (3.232) concerned a process for which 18 of 40 notices were issued less than a day in advance. Likewise, Y7 (3.225), concerning follow-up, relates conceptually to 11 of 29 complaints resolved after three working days. These observations come from separate measurement systems, and the 420 administrative cases and the 151 student responses were not individually paired. The convergence is therefore thematic and useful for prioritization, not an independent validation of the regression coefficient.

The size of the association warrants interpretation beyond its p-value. With $r = 0.697$ and $R^2 = 0.486$, students who scored governance more favorably tended also to score service quality more favorably, and nearly half of sample variation in the outcome was captured by one composite predictor. However, both scores were reported by the same student at the same time. Similar response styles, generalized satisfaction, or a tendency to evaluate the institution globally could inflate covariation. A high alpha cannot establish discriminant validity, and a Harman factor below 50% does not rule out method effects. Other plausible factors—staff workload, resource availability, prior service experiences, school-stream differences or student characteristics—were not controlled in this single-predictor regression.

Comparison with external evidence further defines the limits of the finding. Nor et al. (2022) examined governance and quality in public administration rather than a residential school, providing a conceptual analogy but not a direct replication. Al-Refaei et al. (2024) combined evidence from staff and students in higher education to link organizational conditions and service quality, illustrating that the perspectives of providers and users may differ. In six Ethiopian universities, Atanaw et al. (2025) reported positive bivariate

correlations for some governance principles but negative partial regression estimates for accountability and responsibility, a reminder that a dimension's adjusted association depends on the full model and institutional context. Their construct specification, respondent population and multiple-predictor analysis differ from the aggregate single-predictor association found here. It would be inappropriate to present these studies as uniform confirmation of one causal effect.

Other quantitative education studies underscore the danger of equating related outcomes. Ramzi et al. (2022) received 133 questionnaires from 165 targeted university students in Saudi Arabia and found three contextual service-performance domains associated with overall satisfaction in multiple regression ($p < 0.05$). Their endpoint was satisfaction, whereas the present outcome is perceived service quality itself. Valencia-Arias et al. (2023) obtained 845 university-student questionnaires across 119 items and derived an 18-component quality-assessment model; its greater dimensional scope cannot be directly substituted for the 20-item five-domain service scale examined here. Similarly, Supriyanto et al. (2025) analyzed academic service quality, satisfaction and loyalty for 750 respondents across 16 Indonesian higher-education institutions; those relationships address outcomes not included in the present regression. Differences in instrument, setting and model complexity make such studies useful comparisons rather than pooled evidence for a common numerical effect.

The current study adds an institutionally distinct user perspective to that literature. Students living within a pesantren encounter coordinated and uncoordinated services repeatedly, sometimes across formal school, administration and dormitory units. The unit of analysis nevertheless remains the individual student. Describing a correlation in student perceptions as an objective school-level governance effect would be an ecological and measurement overreach. It is more defensible to interpret the result as evidence that visible routines—clear procedures, accessible complaint handling, consistent information, fair rules and inter-unit referrals—form a meaningful part of the service experiences students report. The boarding-school context makes these routines important, but evidence from one school does not by itself establish their prevalence or effect magnitude elsewhere.

The distinction is also evident in governance-centered educational research. Haribowo and Mulyani (2021) surveyed 60 heads of university study programs to link good governance with financial-report quality in Indonesian public-service higher education institutions. Their finding concerns internal governance and financial reporting, not students' encounters with service desks or dormitory referrals. The comparison shows that the same governance vocabulary can operationalize different outcomes and respondents. Empirical accumulation therefore requires attention to who rates governance, what they can observe and whether the outcome records a service experience, satisfaction, organizational performance or audited process. The present student-based association should be situated at the first of those levels.

The institution's administrative priorities can be stated at the level supported by the data. A single authoritative channel and a documented update schedule for activity notices would respond directly to the high share of late announcements. A standardized referral map, named case owner and shared information source could address repeated confirmation and low clarity-of-referral scores. Complaint logs with a received date, responsible person, target closure date and feedback field could make the existing three-day threshold auditable. Monitoring the proportion of services exceeding two working days would reveal whether changes correspond to improvement in operational timeliness. These are recommendations inferred from documented deficits; the study did not implement or evaluate them.

Such actions should be separated from the significance test that motivated this analysis. A significant regression slope does not specify which intervention would be most effective, nor whether a program would deliver benefits equal to 48.6% of service variation. Priority ordering is based on the combined prominence of low item scores and process delays, not on estimated domain-specific marginal effects. In practice, transparent routines may also require staffing capacity, accessible channels and periodic review. The lower tangibles score and item Y19 (3.172) suggest that service-support facilities merit inspection, but there is no evidence here to assign a quantified gain to facility renewal.

The findings also point toward a bounded contribution for public administration research. Educational organizations with distinctive social and residential missions can be examined through user-visible governance rather than through formal structure alone. Governance principles provide one explanatory vocabulary; SERVQUAL-derived domains give a corresponding language for service encounters. Their combined measurement contributes a local, empirical link between organizational process perceptions and service outcomes without equating educational service with educational attainment. The analysis offers a starting point for comparative inquiry, but it does not establish an independently validated governance instrument transferable without adaptation to every pesantren.

Several methodological trade-offs temper this contribution. The survey is cross-sectional, so the temporal order between governance and service evaluations is unknown. A single, pseudonymized institution reduces cross-context generalizability. The predictor and outcome are both self-reported, and no latent-variable discriminant validity test was documented in the thesis. Regression diagnostics reported no strong evidence of several assumption violations, but tests with $p > 0.05$ cannot demonstrate perfect assumptions or compensate for uncontrolled confounding. Finally, the record series and observations inform the choice of practical priorities without supplying student-linked explanatory variables. These limitations make a careful association-focused interpretation more informative than an unqualified claim of impact.

CONCLUSIONS AND RECOMMENDATIONS

In a cross-sectional sample of 151 senior-secondary students at one Islamic boarding school, perceived organizational governance was positively associated with perceived educational service quality ($r = 0.697$; $B = 0.765$; 95% CI 0.638–0.892; $p < 0.001$). Governance accounted for 48.6% of outcome-score variation within the fitted single-predictor model. Students gave relatively favorable ratings to fairness, assurance and empathy but weaker ratings to inter-unit coordination, reliability, responsiveness and facilities. Separate internal records identified delayed administrative services, complaint follow-up and communication of activity notices. Taken together, the results support administrative attention to consistent information, clearer inter-unit referrals, traceable complaints and service-time monitoring, rather than conclusions about proven intervention effects.

The school should designate an authoritative source for service requirements and notice updates, document referral responsibility across academic and residential units, monitor complaint closure time and review facilities associated with low student ratings. Each step should have an operational indicator and a review period; implementation should be evaluated separately before effectiveness claims are made. The present contribution is a quantified association grounded in the experiences of users of a distinctive residential education system, with explicitly limited causal and external scope.

ADVANCED RESEARCH

Future research should use repeated or longitudinal measures to establish temporal order and distinguish governance change from contemporaneous service perceptions. Multi-school designs could examine variation across organizational models, school streams and residential arrangements. A more complete model could measure staff workload, resources, prior service experiences and student-level characteristics; provider and user surveys could be collected independently to reduce single-source dependence. Item-level construct validation, including discriminant validity and measurement invariance where feasible, would help distinguish governance from general service sentiment. Finally, prospectively linking coded administrative cases to consented user assessments would permit a more direct test of whether information consistency and complaint procedures are related to observed service outcomes.

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