

MANAGEMENT OF STUDENT PICK-UP AND DROP-OFF SERVICE IN ISLAMIC EDUCATIONAL INSTITUTIONS

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Abstract

The different conditions of rural environments cause access to educational institutions to be diverse, not infrequently this is the reason students are late to school, furthermore many students do not want to continue school because of the very long distance. Therefore, educational institutions' provision of pick-up and drop-off services represents a viable solution for students. This study aims to analyze the management of pick-up and drop-off services at Madrasah Ibtidaiyah Attaufiq Bojongasih Tasikmalaya. The method used in this study is qualitative with a descriptive analysis approach with data collection techniques through observation, semi-structured interviews and documentation studies. The data analysis technique is carried out with an interactive model that includes data condensation, data presentation and conclusion drawing. The results of the study show that: 1) The management of pick-up and drop-off services at Madrasah Ibtidaiyah Attaufiq Bojongasih Tasikmalaya is carried out through planning that begins with problem identification, organizing, implementing, and evaluating; 2) The implementation of pick-up and drop-off services at the Attaufiq Bojongasih Tasikmalaya Elementary Madrasah is supported by several factors, including the commitment of the madrasah principal, support from teachers, participation from parents, and a culture of mutual cooperation within in the community.

Keywords: *Management, shuttle service, Islamic educational institution*

Abstrak

Kondisi lingkungan pedesaan yang berbeda-beda menyebabkan akses ke lembaga pendidikan menjadi beragam, tidak jarang hal tersebut menjadi alasan siswa terlambat ke sekolah, lebih jauhnya banyak siswa tidak mau melanjutkan sekolah karena jarak yang sangat jauh. Sehingga adanya layanan antar jemput yang disediakan lembaga pendidikan menjadi salah satu solusi tepat bagi siswa. Penelitian ini bertujuan menganalisis manajemen layanan antar jemput di Madrasah Ibtidaiyah Attaufiq Bojongasih Tasikmalaya. Metode yang digunakan dalam penelitian ini ialah kualitatif dengan pendekatan deskriptif analisis dengan teknik pengumpulan data melalui observasi, wawancara semi terstruktur dan studi dokumentasi. Adapun teknik analisis data dilakukan dengan model interaktif yang meliputi kondensasi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: 1) Manajemen layanan antar jemput di Madrasah Ibtidaiyah Attaufiq Bojongasih Tasikmalaya dilakukan melalui perencanaan yang diawali dengan identifikasi masalah, pengorganisasian, pelaksanaan, dan evaluasi; 2) Faktor pendukung berjalannya layanan antar jemput di Madrasah Ibtidaiyah Attaufiq Bojongasih Tasikmalaya ialah komitmen kepala madrasah, dukungan guru, partisipasi orangtua, dan budaya gotong royong masyarakat.

Kata kunci: Manajemen, layanan antar jemput, lembaga pendidikan islam

INTRODUCTION

Islamic education plays a highly strategic role in shaping a generation that is not only intellectually intelligent but also possesses strong moral and spiritual character (Naim et al., 2025). In the modern world of education, Islamic educational institutions are expected to adapt to various social and technological changes and the increasingly complex needs of society. Therefore, innovation in the management of Islamic education is needed to remain relevant to current developments without losing its Islamic values (Jemadi et al., 2025).

Islamic educational management is the art and science of managing educational institutions based on Islamic principles (Syarhani, 2022). The goal is to ensure that all educational activities are carried out effectively, efficiently, and in accordance with noble moral values. In this context, every Islamic school needs to think about educational service management as an important part of their

work. Educational services encompass not only classroom learning activities but also all forms of support and facilities that provide comfort, security, and satisfaction for students and parents.

One tangible form of educational service that has developed recently is the provision of student pick-up and drop-off services. Initially prevalent in large urban schools, Islamic educational institutions in rural areas are now also implementing this service. Pick-up and drop-off services not only facilitate student access to school but also serve as part of a management strategy to improve service quality, discipline, and foster harmonious relationships between madrasahs and parents.

Madrasah Ibtidaiyah Attaufiq Bojongasih Tasikmalaya offers an intriguing example in this context. The school is located in a rural area quite far from the Tasikmalaya city center. This geographical location poses special difficulties for the school, particularly in terms of student transportation access. Many students reside in hilly and rural areas, which are quite remote, with limited access to public transportation. Amidst these limitations, the school strives to provide an innovative solution through a daily student pick-up and drop-off service.

The unique remoteness of the madrasah's location has actually given rise to a unique creativity among the institution's administrators. While in urban schools, shuttle services are more focused on time efficiency and convenience, at the Attaufiq Elementary Madrasah, this service serves as a vital bridge to educational access. Many students who previously had difficulty getting to school due to distance and weather are now able to attend regularly thanks to the shuttle service. In other words, this system is not only a form of educational service, but also a manifestation of the madrasah's mission of da'wah and social responsibility to the surrounding community.

The pick-up and drop-off service offered by MI Attaufiq is an example of the Islamic education principle of "al-khidmah," which means providing services with the goal of worship and concern for the needs of the community (Samsudin & Kuncoro, 2022). In the Islamic perspective, providing convenience for others is a worthy act of worship. The Prophet Muhammad (peace be upon him) said, "The best people are those who are most beneficial to other people" With that spirit, the madrasah offers a pick-up and drop-off service not only as a modern management strategy but also as a manifestation of the implementation of Islamic values in the field of educational services.

From a management perspective, the implementation of a shuttle system at MI Attaufiq is an innovation involving several important aspects: planning, organization, implementation, and evaluation (Alfarizi, 2023). During the planning stage, the madrasah must adapt the shuttle route and schedule to the geographical conditions of the Bojongasih area, which is hilly and has distances between students' homes. This requires precision in determining departure and return times to avoid disrupting the learning schedule. During the implementation stage, the madrasah assigns drivers who are not only skilled but also understand the moral and spiritual responsibility of transporting children to their learning locations.

The student shuttle service at Attaufiq Elementary School has significant added value. This program improves student discipline and motivation, as they feel more comfortable and safe on their journey to school. Furthermore, this service strengthens communication between the school and parents. The school can monitor student attendance more regularly, while parents feel reassured that their children are well-supervised during the journey. This innovation also fosters a sense of shared responsibility between the school, parents, and the community in supporting the educational success of children in rural areas.

In addition to impacting student discipline and safety, innovative pick-up and drop-off services are also part of a strategy to strengthen the image of Islamic educational institutions in the region. In the context of competition between educational institutions, particularly between public schools and Islamic schools (madrasahs), the existence of this service provides significant added value (Lulu et al., 2024). The public is beginning to see that madrasahs are just as modern and capable of providing services that address the real needs of parents. Thus, this innovation can increase public trust in Islamic educational institutions and potentially increase the number of enrollees each year.

However, despite these successes, implementing a shuttle system also presents challenges. The distance from the city center of the madrasah increases operational costs, particularly for fuel, vehicle maintenance, and driver fees. Furthermore, the narrow and hilly roads require special skills from drivers to safely transport students. Madrasahs must also carefully manage their shuttle schedules to avoid delays that could disrupt teaching and learning activities. All of this requires strong managerial skills and careful planning.

In the context of Islamic education management, this study demonstrates that innovation is not limited to large, urban institutions but can also emerge from educational institutions in rural areas with limited facilities. In fact, these limitations foster creativity and a strong commitment to providing the best service (Khatami & Arifin, 2021). MI Attaufiq Bojongasih serves as a clear example of how a madrasah in a remote area can transform through simple yet meaningful management innovations for students and the community.

From the perspective of Islamic values, this student pick-up and drop-off system is also in line with the principle of "*rahmatan lil 'alamin*", which is to provide convenience and compassion for all people. Through this service, madrasahs make a real contribution to improving access to education, reducing student absenteeism, and ensuring the safety of children who must travel long distances daily (Fitriah et al., 2024). Thus, this innovation not only impacts the technical aspects of transportation but also has profound social and spiritual significance.

In addition to providing educational services, the shuttle service at MI Attaufiq also serves as a vehicle for character education (Arbi & Amrullah, 2024). Students learn to be orderly, polite, and respectful of others on their way to school. The accompanying drivers and teachers also model responsibility and discipline. The madrasah instills these values in students' daily lives, both at home and at school. In this way, the shuttle service contributes to realizing the overall goal of Islamic education: developing knowledgeable, civilized, and noble individuals.

Furthermore, this innovation can also be understood as a manifestation of the integration of modern management and Islamic spiritual values (Fathihani et al., 2023). In its management, the madrasah relies not only on an administrative approach but also prioritizes the principles of sincerity, responsibility, and devotional intentions. Shuttle transportation is managed transparently and with full trust, while all parties involved, from teachers and drivers to parents, are viewed as partners in carrying out the educational mandate.

The student pick-up and drop-off system at the Attaufiq Bojongasih Tasikmalaya Elementary Madrasah is a concrete example of innovative Islamic education service management that is both community-focused and grounded in religious values. This program not only facilitates student access to education but also strengthens the emotional and spiritual bonds between the school, family, and community.

RESEARCH METHODS

The method used in this study is qualitative with descriptive analysis. Data collection was carried out through: 1) Participatory observation where the researcher was directly involved and involved in several activities at Madrasah Ibtidaiyah Attaufiq Bojongasih Tasikmalaya; 2) Semi-structured interviews, where the researcher prepared guidelines in advance and improvised during the interview; 3) Documentation Study. The Data Analysis Technique in this study uses the Miles and Huberman model with stages of data condensation, data presentation and drawing conclusions (Sugiyono, 2023).

RESULTS AND DISCUSSION

Management of student pick-up and drop-off services at Attaufiq Bojongasih Tasikmalaya Elementary Madrasah

a. Planning

We planned the student pick-up and drop-off services at the Attaufiq Bojongasih Tasikmalaya Elementary School with the utmost care and moral responsibility. This planning began with identifying the needs of the field, specifically the large number of students living in hilly areas far from the school. The steep and slippery roads during the rainy season often cause students to be late

or absent due to transportation difficulties. The principal and the teaching staff then held a coordination meeting to identify these issues and formulate realistic solutions.

According to (Badrudin, 2013), planning in educational management must be based on real-world needs and consider available resources, including human resources, facilities, and funds. This principle is implemented by MI Attaufiq, where the principal uses his personal vehicle as a shuttle service to ensure the continuity of services, without having to rely on external assistance. This step demonstrates a leadership spirit that is “*khidmah*”, as stated by (Idwin et al., 2025) that in Islamic education management, the best service is a manifestation of the values of *ihsan* and social responsibility of educational institutions towards the community.

The planning phase also includes route mapping, determining pick-up points, developing an operational schedule, and calculating operational costs such as fuel, vehicle servicing, and driver incentives. The school developed a simple standard operating procedure (SOP) detailing the departure schedule, student behavior on board, and procedures for communicating with parents in the event of schedule changes. This process demonstrates that, despite MI Attaufiq's location in a rural area with limited resources, the planning was carried out professionally and adaptively to the local context.

Furthermore, the planning process also considers aspects of student character development. Each child is reminded to pray before leaving and to express gratitude upon arrival at school, ensuring that the pick-up and drop-off service serves not only as a logistical benefit but also as a means of spiritual development. This approach aligns with the view (Khatami & Arifin, 2021) that Islamic education management must integrate administrative aspects with moral and religious values. In general, this planning process involves several steps, including:

- 1) Identification of Problems and Field Needs. Planning began with the large number of students living in hilly areas, within 2-4 kilometers of the madrasah. The steep, winding, and slippery road conditions during the rain often cause some students to be late or even absent from school.
- 2) Internal Meeting and Teacher Consultation. Based on the obstacles identified during problem identification, the principal took the initiative to use his personal vehicle as a means of transportation or shuttle for students living far away, considering the school lacks a dedicated vehicle. Another reason is to provide the best possible service to students and parents living far away. The transportation used for this student shuttle service can be seen in the image below.



Figure 1. MI Attaufiq shuttle service car

b. Organizing

Once the plan is finalized, the next stage is organization. At MI Attaufiq Bojongasih, organization focuses on dividing tasks, coordinating between parties, and establishing a clear

responsibility structure. The principal serves as the primary person in charge and makes strategic decisions. A senior teacher is appointed as the field coordinator, tasked with scheduling mentoring sessions and monitoring student attendance. The driver is assigned as the technical implementer, fully responsible for student safety during the trip.

According to (Sopwandin & Irawati, 2020), the organizational function in educational institutions aims to create synergy among the school community, ensuring that each individual understands their roles and responsibilities. This principle is implemented at MI Attaufiq through a family-like approach and cooperation, rather than simply a formal division of labor. Teachers take turns being the school's driver, while parents actively provide reports and feedback through an online communication group.

This simple organizational structure is actually a strength in itself because it builds mutual trust. Organization based on Islamic values reflects the application of Islamic principles. *shura* (deliberation) and *amanah* (responsibility) in educational management. All parties work not only because of formal duties, but also because they feel a moral responsibility for the safety and comfort of children.

In practice, organization also involves creating administrative data such as lists of students using the service, schedules for chaperones, and daily attendance and pick-up forms. Thus, this system operates based on good intentions and has a reliable administrative basis.

c. Implementation

The implementation phase represents the culmination of all the planning and organization that has been completed. At MI Attaufiq, the student pick-up and drop-off service begins each morning, using a single, pre-mapped route based on the students' homes. Each student has a designated pick-up point to ensure the process runs smoothly and efficiently.

During the trip, school officials, specifically drivers, often guide students on polite behavior, cleanliness, and prayer before departure. This demonstrates that the shuttle service focuses not only on physical transportation but also on character development and spiritual values. As (Herawati et al., 2025), good Islamic education services must be a vehicle for fostering morality and discipline in students.

This pick-up and drop-off service significantly fosters student discipline and responsibility. Children are more punctual in their school attendance and demonstrate a greater enthusiasm for learning. Furthermore, the service strengthens the emotional bond between teachers and students by fostering warm social interactions outside the classroom. Parents also feel more at ease knowing their children are being transported by teachers they know and trust.

Safety is also considered. Drivers are required to check their vehicles' condition daily before departing, including tire pressure, brakes, and fuel levels. If obstacles occur on the road (such as heavy rain or slippery roads), drivers are required to stop at a safe location. This cautious attitude reflects the principle of *ihsan*, which means providing the best service with the intention of worship.

Implementation proceeded relatively steadily each day, although the route occasionally underwent adjustments due to village road repairs. This demonstrates the adaptive and flexible nature of implementation, an important characteristic of a rural-based management system. Upon arrival at the madrasah, teachers or even the principal often greeted them in the courtyard. This welcoming ceremony is shown in the image below.



Figure 2. Welcoming students from the car by the head of the madrasah

The students exited the car and shook hands with their teachers and the principal to show respect and discipline. An example is shown in the image below.

Figure 3. Students greet the teacher who welcomes them



d. Evaluation

Evaluations are conducted periodically to ensure the program is running as intended. The principal, along with teachers and the school committee, holds monthly meetings to review vehicle conditions, student attendance, and parent feedback. Evaluations indicate that after the shuttle service was implemented, student tardiness rates decreased significantly and attendance increased to nearly 100% on regular school days.

The madrasah principal also conducts evaluations through field monitoring, occasionally accompanying the students on their trips. Any technical issues, such as late pick-ups or student complaints, are openly discussed and solutions are sought together. This participatory evaluation approach aligns with the theory (Aswaruddin et al., 2024), which emphasizes that supervision in Islamic education management must involve all elements, not just supervision.top-down.

Evaluation results are used for continuous improvement, such as adjusting schedules, increasing driver rest periods, or conducting routine vehicle maintenance. Therefore, evaluation at MI Attaufiq doesn't stop at the assessment stage but continues as an organizational learning process.

Supporting Factors for Shuttle Service Management at MI Attaufiq Bojongasih Tasikmalaya

First, the principal's leadership commitment is a key factor. The principal sets an example by providing his or her vehicle and directly managing the system. According to (Siagian, 2006), service-oriented leadership will foster trust and loyalty among all members of the organization.

Second, the organization receives solid support from teachers and educational staff. Teachers are not only tasked with teaching, but also with accompanying students on the road, reflecting the values of brotherhood (brotherhood) in working. Third, parental participation is very high. They actively provide information and small voluntary contributions, demonstrating trust in this Islamic educational institution.

Fourth, the close-knit and cooperative nature of the rural community is also a strength. Local residents help when vehicles encounter difficulties on the road or during rainy conditions. Finally, local drivers' familiarity with the terrain ensures a safe journey, as they understand the local roads and weather. This combination of factors makes the shuttle service more than just a means of transportation, but also a symbol of the madrasah's togetherness and social concern for its environment.

CLOSING

The management effectively implements the student pick-up and drop-off service at the Attaufiq Bojongasih Tasikmalaya Elementary Madrasah through planning, organizing, implementing, and evaluating stages integrated with Islamic educational values. This service not only functions as a means of transportation, but also serves as a medium for educational services that can improve student discipline, attendance, a sense of security, and motivation to learn, while strengthening character development and spiritual values of students. The leadership support of the madrasah principal, teacher involvement, and

parental participation, as well as a culture of mutual cooperation in the community are important factors in the success of this program. Thus, the student pick-up and drop-off service is a form of innovation in Islamic educational service management that is contextual and meaningful, and demonstrates that geographical and infrastructure limitations in rural areas do not prevent madrasahs from providing quality educational services oriented towards the welfare of the community.

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