



Local Wisdom-Based Service Quality Management Strategy to Improve School Image and Teachers' Adversity Quotient

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ABSTRACT

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This study investigates the role of local wisdom-based service quality management in enhancing sustainable educational quality through school image and teachers' adversity quotient (AQ). The study addresses the limited empirical evidence integrating local wisdom into educational service quality management to support sustainable school development. The objective was to examine the influence of local wisdom on service quality management, school image, teachers' adversity quotient, and sustainable educational quality. A quantitative explanatory survey design was employed involving 218 certified teachers from Integrated Islamic Elementary Schools (SDIT) in Tangerang City selected through purposive sampling. Data were analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS). The findings indicate that all proposed hypotheses were supported. Local wisdom significantly influenced service quality management ($\beta = 0.732$), which subsequently enhanced school image ($\beta = 0.681$) and teachers' adversity quotient ($\beta = 0.594$). Furthermore, school image ($\beta = 0.417$) and teachers' adversity quotient ($\beta = 0.385$) significantly improved sustainable educational quality, with the structural model explaining 68.7% of the variance ($R^2 = 0.687$). The results also confirm that service quality management serves as the primary mediating mechanism through which local wisdom strengthens sustainable educational quality. This study contributes to the development of a culturally grounded educational quality management model and provides practical insights for school leaders and policymakers in promoting sustainable educational improvement.

Keywords

Adversity Quotient
Local Wisdom
School Image
Service Quality Management
Sustainable Educational
Quality

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Introduction

Education is a fundamental pillar of human resource development and plays a strategic role in strengthening national competitiveness. In Indonesia, the education system continues to evolve in response to globalization, technological advancement, and increasing competition among educational institutions [1]. One of the most critical determinants of educational excellence is service quality, which encompasses not only academic achievement but also the overall educational experience provided to students, teachers, parents, and the wider community [2], [3]. The increasing competition among schools has encouraged educational institutions to continuously improve their quality and institutional performance [4]. This challenge is particularly evident in Integrated Islamic Elementary Schools (*Sekolah Dasar Islam Terpadu*—SDIT), where school image significantly influences parents' decisions in selecting educational institutions for their children [5]. Furthermore, the integration of local wisdom into school management has received growing attention because cultural values can enrich educational practices while strengthening institutional identity [6]. At the same time, teachers' Adversity Quotient (AQ), which reflects their capacity to cope with challenges, adversity, and occupational stress, has become an important factor in maintaining educational quality, especially in private educational institutions where teachers often experience greater workloads and organizational pressures [7]. Consequently, local wisdom-based service quality management has the potential to become an innovative strategy for enhancing school image and teachers' AQ while supporting sustainable educational quality [8].

This study focuses on examining how local wisdom-based service quality management can be implemented to improve school image and teachers' AQ in SDITs in Tangerang City [9]. This issue deserves scholarly attention because a weak institutional image may reduce public trust and prospective student enrollment, whereas low teachers' AQ is frequently associated with burnout, high turnover intentions, and declining instructional quality [10]. Moreover, SDITs face distinctive challenges in integrating Islamic values with the national curriculum while simultaneously competing with public and other private schools for student enrollment [11]. Therefore, identifying effective management strategies that

simultaneously strengthen institutional reputation and teacher resilience is essential for improving educational competitiveness and sustainability.

National educational statistics further emphasize the urgency of this issue. Reports from the Indonesian Ministry of Education, Culture, Research, and Technology indicate that many primary schools continue to experience challenges related to institutional image and service quality [12], [13]. Likewise, data from Statistics Indonesia (BPS) reveal that a considerable proportion of primary school teachers experience high occupational stress, which negatively affects resilience, teacher retention, and instructional effectiveness [14]. These conditions suggest that improving service quality should be accompanied by strategies that enhance teachers' psychological resilience and institutional capacity.

Previous studies have demonstrated that service quality in Indonesian integrated Islamic schools remains below expectations, particularly in the SERVQUAL dimensions of tangibles and responsiveness [15], [16]. Other studies have reported that teachers' AQ generally remains at a moderate level and is strongly influenced by organizational support and school management practices [17]. These findings indicate that strengthening service quality alone may not be sufficient unless it is accompanied by efforts to improve teachers' resilience and organizational culture. Integrating local wisdom into educational management may provide a promising approach for addressing these interconnected challenges [18].

Existing literature has extensively examined service quality in education using the SERVQUAL framework [19], which has been successfully applied in various school contexts and shown to improve stakeholder satisfaction [20]. Nevertheless, relatively few studies have incorporated local wisdom into educational service quality management. Existing evidence suggests that indigenous values such as *gotong royong* (mutual cooperation) can strengthen community participation and school governance, although their direct relationship with service quality remains underexplored [21], [22]. Similarly, the concept of Adversity Quotient has been widely recognized as an important determinant of teachers' professional performance and resilience [23]. Previous research has shown that AQ can be improved through organizational support and professional development programs [24]. However, empirical studies integrating local wisdom-based service quality management, school image, teachers' AQ, and sustainable educational quality into a comprehensive structural model remain scarce [25].

Accordingly, this study extends previous research by developing an integrative framework that links local wisdom, service quality management, school image, teachers' AQ, and sustainable educational quality within the context of Indonesian Integrated Islamic Elementary Schools [26]. Unlike previous studies that primarily examined these variables separately, this research proposes a comprehensive model to explain how culturally

grounded service quality management contributes to strengthening institutional competitiveness and educational sustainability. The findings are expected to enrich the literature on educational management while providing practical implications for policymakers and school leaders in improving the quality and sustainability of Islamic basic education in Indonesia.

Literature Review

Table 1 illustrates the conceptual framework of this study, which integrates local wisdom-based service quality management as a strategic mechanism to enhance school image and teachers' adversity quotient (AQ) [27].

No.	Research Aspect	Findings from Previous Studies	Identified Limitations	Research Gap	Contribution of the Present Study
1	Service Quality in Education	Service quality has been widely examined using SERVQUAL to measure stakeholder satisfaction and institutional performance.	Focuses mainly on technical and functional aspects; lacks cultural and contextual integration.	Lack of service quality models that integrate local wisdom as a managerial foundation.	Develops a local wisdom-based service quality management approach in SDITs.
2	School Image	School image is proven to influence parental trust and student enrollment.	Image is often treated as an isolated outcome without examining its managerial antecedents.	Limited studies link service quality management directly to school image in Islamic schools.	Empirically tests the effect of service quality management on school image.
3	Teachers' Adversity Quotient (AQ)	AQ studies emphasize psychological resilience and training interventions.	AQ is examined individually rather than as an outcome of organizational management.	Absence of studies linking school management practices to teachers' AQ.	Positions AQ as a human resource outcome influenced by service quality management.
4	Local Wisdom in Education	Local wisdom (e.g., gotong royong, musyawarah) is shown to enhance community participation.	Mostly descriptive and not operationalized within management systems.	Lack of empirical integration between local wisdom and service quality management.	Operationalizes local wisdom as a strategic management dimension.
5	Research Context	Many studies are conducted in public or general private schools.	Limited focus on Integrated Islamic Elementary Schools (SDIT).	Insufficient empirical evidence in the SDIT context, especially in urban Indonesia.	Provides context-specific evidence from SDITs in Tangerang City.
6	Methodological Scope	Predominantly cross-sectional and single-outcome studies.	Does not examine multiple organizational and psychological outcomes simultaneously.	Lack of integrative models assessing organizational (image) and individual (AQ) outcomes together.	Examines school image and teachers' AQ simultaneously within one model.

Local wisdom, encompassing cultural values, religious ethics, and community-based norms, is positioned as the foundational construct that shapes managerial practices within schools [28]. Previous studies emphasize that culturally grounded management strengthens organizational identity and stakeholder engagement, particularly in faith-based and community-oriented educational institutions.

Service quality management, operationalized through the SERVQUAL dimensions (tangibles, reliability, responsiveness, assurance, and empathy), functions as a mediating variable translating local wisdom into measurable organizational outcomes. Empirical evidence suggests that service quality plays a critical role in shaping stakeholders' perceptions and satisfaction, which directly influences institutional reputation and sustainability.

The framework further demonstrates that improved service quality management positively affects two key outcomes: school image and teachers' adversity quotient. A positive school image reflects increased public trust, reputation, and stakeholder loyalty, which are essential in competitive educational environments. Simultaneously, a supportive and value-based service environment enhances teachers' AQ, enabling them to cope more effectively with professional challenges, stress, and organizational demands.

Finally, the combined improvement in school image and teachers' AQ contributes to sustainable educational quality, characterized by teacher well-being, student satisfaction, and institutional competitiveness. This integrative framework addresses gaps in previous studies by linking organizational management, cultural context, and teacher resilience within a single empirical model, particularly in the context of Integrated Islamic Elementary Schools (SDIT) in Indonesia.



Fig 1. State of the Art

Material and Methods

This study adopted a quantitative explanatory survey design to examine the causal relationships between local wisdom-based service quality management [29], school image,

and teachers' adversity quotient (AQ). The quantitative approach was chosen to enable objective measurement and hypothesis testing using numerical data, while the explanatory survey design allowed for the analysis of cause–effect relationships within the SDIT context in Tangerang City. The proposed model was tested using Structural Equation Modeling–Partial Least Squares (SEM-PLS) [30], which is appropriate for complex models involving latent variables and predictive-oriented analysis.

The research population consisted of 463 teachers from Integrated Islamic Elementary Schools (SDIT) in Tangerang City. A purposive sampling technique was applied, with certified teachers selected as respondents to ensure professional relevance and data homogeneity. Using the Slovin formula with a 5% margin of error, a sample of 218 teachers was obtained. Data were collected through a Likert-scale questionnaire measuring local wisdom, service quality (SERVQUAL dimensions) [31], school image, and teachers' AQ. Data analysis followed SEM-PLS procedures [32], including measurement model evaluation (indicator reliability, internal consistency, convergent and discriminant validity) and structural model assessment (path coefficients, coefficient of determination, and significance testing through bootstrapping) [33].

Results and Discussions

A. Measurement Model Evaluation

Table 2 shows outer loading results of the measurement model. All indicator loadings exceeded the recommended threshold of 0.70, confirming adequate indicator reliability and convergent validity for all latent constructs.

Table 2. Outer Loading Results

Construct	Indicator	Loading
LW	LW1	0.874
	LW2	0.901
	LW3	0.853
SQM	SQM1	0.821
	SQM2	0.857
	SQM3	0.884
	SQM4	0.863
	SQM5	0.891
SI	SI1	0.835
	SI2	0.882
	SI3	0.867
AQ	AQ1	0.844
	AQ2	0.876
	AQ3	0.832
	AQ4	0.851
SEQ	SEQ1	0.887
	SEQ2	0.902
	SEQ3	0.863

The results indicate that all indicator loadings exceeded the threshold value of 0.70, ranging from 0.821 to 0.902. Specifically, the Local Wisdom (LW) construct demonstrated

loadings between 0.853 and 0.901, Service Quality Management (SQM) between 0.821 and 0.891, School Image (SI) between 0.835 and 0.882, Teachers' Adversity Quotient (AQ) between 0.832 and 0.876, and Sustainable Educational Quality (SEQ) between 0.863 and 0.902. These findings confirm satisfactory indicator reliability and convergent validity.

B. Construct Reliability and Validity

Table 3 shows the construct reliability and validity assessment. Cronbach's Alpha and Composite Reliability (CR) values exceeded the recommended threshold of 0.70, while the Average Variance Extracted (AVE) values were above 0.50 for all constructs. These findings demonstrate satisfactory internal consistency reliability and convergent validity of the measurement model.

Table 3. Construct Reliability and Validity

Construct	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Local Wisdom (LW)	0.882	0.914	0.781
Service Quality Management (SQM)	0.903	0.928	0.742
School Image (SI)	0.867	0.901	0.751
Teachers' AQ (AQ)	0.854	0.892	0.728
Sustainable Educational Quality (SEQ)	0.914	0.925	0.774

The measurement model evaluation demonstrates that all constructs meet the recommended reliability and validity criteria for SEM-PLS analysis. Cronbach's Alpha values range from 0.854 to 0.914, while Composite Reliability values range from 0.892 to 0.928, indicating strong internal consistency. Furthermore, the AVE values vary between 0.728 and 0.781, exceeding the minimum threshold of 0.50 and confirming adequate convergent validity. Among the constructs, Sustainable Educational Quality (SEQ) shows the highest reliability, whereas Local Wisdom (LW) exhibits the highest AVE value. These findings indicate that all constructs are reliable and valid, supporting their suitability for subsequent structural model analysis.

C. Discriminant Validity (HTMT)

Table 4 shows the Heterotrait–Monotrait (HTMT) ratio results. All HTMT values were below the recommended threshold of 0.90, indicating satisfactory discriminant validity. These findings confirm that each construct is empirically distinct and measures a unique theoretical concept.

Table 4. HTMT Ratio

Constructs	LW	SQM	SI	AQ	SEQ
LW	–				
SQM	0.742	–			
SI	0.681	0.785	–		
AQ	0.655	0.741	0.703	–	
SEQ	0.602	0.812	0.768	0.721	–

As presented in Table 4, all HTMT values ranged from 0.602 to 0.812, which are below the recommended threshold of 0.90. The highest HTMT value was observed between Service Quality Management (SQM) and Sustainable Educational Quality (SEQ) (HTMT = 0.812), while the lowest value was found between Local Wisdom (LW) and Sustainable Educational Quality (SEQ) (HTMT = 0.602). Although some constructs exhibited relatively strong associations, none of the HTMT values exceeded the established cutoff value.

D. Structural Model Evaluation

Table 5 presents the coefficients of determination (R^2) for the endogenous constructs. The R^2 values indicate the proportion of variance explained by the predictor constructs, demonstrating the explanatory power of the structural model.

Table 5. R^2 Values

Construct	R^2
SQM	0.536
SI	0.464
AQ	0.353
SEQ	0.687

As shown in Table 5, Local Wisdom (LW) explains 53.6% of the variance in Service Quality Management (SQM). In addition, Service Quality Management (SQM) explains 46.4% of the variance in School Image (SI) and 35.3% of the variance in Teachers' Adversity Quotient (AQ). Furthermore, School Image (SI) and Teachers' Adversity Quotient (AQ) jointly explain 68.7% of the variance in Sustainable Educational Quality (SEQ). Based on the criteria of [34], these R^2 values indicate moderate to substantial explanatory power, suggesting that the proposed structural model adequately explains the endogenous constructs.

E. Predictive Relevance (Q^2)

Table 6 presents the predictive relevance (Q^2) values obtained through the blindfolding procedure. All Q^2 values were greater than zero, indicating that the structural model possesses adequate predictive relevance for the endogenous constructs.

Table 6. Q^2 Values

Construct	Q^2
SQM	0.421
SI	0.337
AQ	0.281
SEQ	0.548

As shown in Table 6, all Q^2 values are greater than zero, ranging from 0.281 to 0.548. Specifically, the Q^2 values are 0.421 for Service Quality Management (SQM), 0.337 for School Image (SI), 0.281 for Teachers' Adversity Quotient (AQ), and 0.548 for Sustainable Educational Quality (SEQ). These findings indicate that the proposed structural model possesses

satisfactory predictive relevance for all endogenous constructs, confirming its adequate predictive capability.

F. Hypothesis Testing Results

Table 7 presents results of the direct effects and hypothesis testing. The standardized path coefficients (β) indicate the strength and direction of the relationships among the latent constructs, while the decision column shows whether each proposed hypothesis was supported based on the statistical significance of the structural paths.

Table 7. Direct Effects and Hypothesis Testing

Hypothesis	Path	Path Coefficient (β)	Decision
H1	LW $\rightarrow$ SQM	0.732***	Supported
H2	SQM $\rightarrow$ SI	0.681***	Supported
H3	SQM $\rightarrow$ AQ	0.594***	Supported
H4	SI $\rightarrow$ SEQ	0.417***	Supported
H5	AQ $\rightarrow$ SEQ	0.385***	Supported

The results indicate that all proposed hypotheses were supported. Local Wisdom (LW) significantly influences Service Quality Management (SQM) ($\beta = 0.732$), indicating that local cultural values strengthen educational service management practices. Service Quality Management also has significant positive effects on School Image (SI) ($\beta = 0.681$) and Teachers' Adversity Quotient (AQ) ($\beta = 0.594$). Furthermore, School Image ($\beta = 0.417$) and Teachers' AQ ($\beta = 0.385$) significantly contribute to Sustainable Educational Quality (SEQ). These findings confirm that integrating local wisdom into service quality management can enhance school reputation, teacher resilience, and ultimately support sustainable educational quality.

G. Effect Size (f^2)

Table 8 presents the effect size (f^2) results for the structural model. The f^2 values indicate the contribution of each exogenous construct to the explained variance of the endogenous constructs, reflecting the practical importance of each structural relationship.

Table 8. Effect Size (f^2)

Relationship	f^2	Interpretation
LW $\rightarrow$ SQM	1.155	Large
SQM $\rightarrow$ SI	0.865	Large
SQM $\rightarrow$ AQ	0.545	Large
SI $\rightarrow$ SEQ	0.276	Medium
AQ $\rightarrow$ SEQ	0.235	Medium

Based on Table 8, all relationships in the model demonstrate meaningful effects ranging from medium to large. The relationship LW $\rightarrow$ SQM ($f^2 = 1.155$) shows a very strong or large effect, indicating that LW is a dominant predictor of SQM. Similarly, SQM $\rightarrow$ SI ($f^2 = 0.865$) and SQM $\rightarrow$ AQ ($f^2 = 0.545$) also indicate large effect sizes, confirming the strong role of SQM in influencing both SI and AQ. Meanwhile, SI $\rightarrow$ SEQ ($f^2 = 0.276$) and AQ $\rightarrow$ SEQ ($f^2 = 0.235$) fall into the medium category, suggesting that both SI and AQ contribute moderately to SEQ.

H. Indirect Effects

Table 9 presents the indirect effects of the structural model. The results indicate the mediating effects among the latent constructs and provide evidence of the significance of the indirect relationships proposed in the research model.

Table 9. Indirect Effects

Path	Indirect Effect
LW → SQM → SI	0.498
LW → SQM → AQ	0.435
SQM → SI → SEQ	0.284
SQM → AQ → SEQ	0.229
LW → SQM → SI → SEQ	0.208
LW → SQM → AQ → SEQ	0.167

Based on Table 8, the results indicate that LW has a strong indirect influence on SI and AQ through SQM, with values of 0.498 and 0.435, respectively. This suggests that SQM plays a key mediating role in transmitting the effect of LW. Furthermore, SQM also affects SEQ indirectly through SI (0.284) and AQ (0.229), showing that both mediators contribute to the final outcome variable.

In addition, the sequential mediation paths LW → SQM → SI → SEQ (0.208) and LW → SQM → AQ → SEQ (0.167) indicate a more complex causal chain, where LW influences SEQ through multiple intermediary constructs. Overall, these findings confirm that the model is strongly driven by mediating relationships, particularly through SQM as a central mediating variable.

I. Total Effects

Table 10 shows the total effects of the structural model. The total effect values represent the combined influence of direct and indirect effects, providing an overall estimate of the relationships among the latent constructs.

Table 10. Total Effects

Relationship	Total Effect
LW → SQM	0.732
LW → SI	0.498
LW → AQ	0.435
LW → SEQ	0.375
SQM → SEQ	0.513

Based on Table 10, the results show that LW has a strong overall effect on SQM (0.732), indicating that LW is a key antecedent in shaping SQM. In addition, LW also exerts substantial total effects on SI (0.498), AQ (0.435), and SEQ (0.375), confirming that its influence extends across multiple constructs in the model through mediated pathways. Furthermore, SQM → SEQ (0.513) shows a relatively strong total effect, highlighting SQM as an important central variable that significantly contributes to SEQ both directly and indirectly. Overall, the total effect results reinforce the importance of LW and SQM as dominant drivers within the structural model, with effects propagating consistently through SI and AQ toward SEQ.

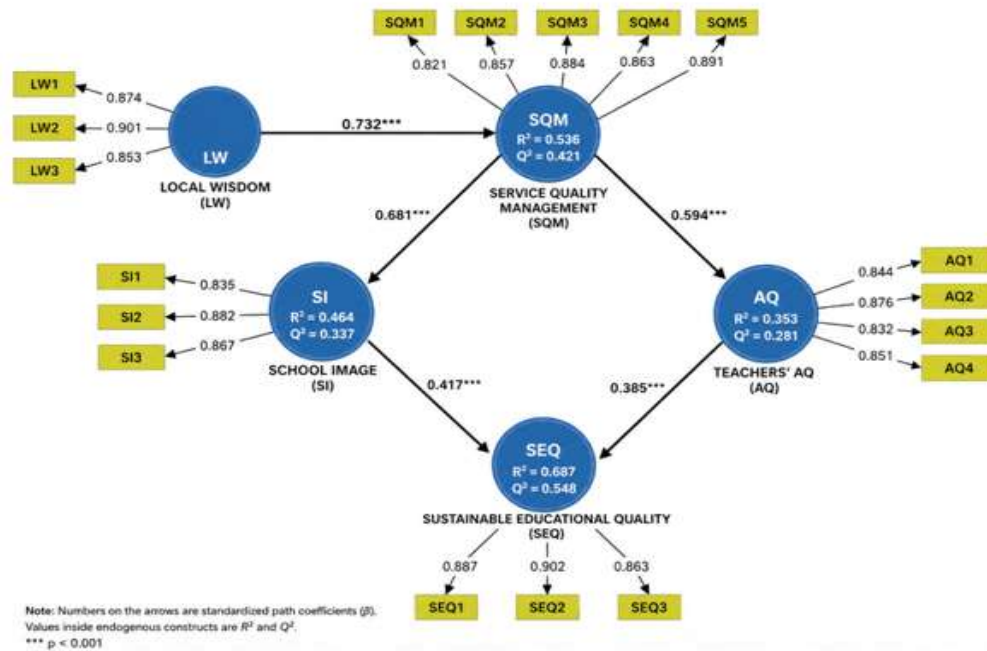


Fig. 2. Structural equation model illustrating the effects of Local Wisdom, Service Quality Management, School Image, and Teachers' AQ on Sustainable Educational Quality. Values on the arrows represent standardized path coefficients (β), while endogenous constructs report R^2 and Q^2 values ($p < 0.001$).

Conclusion

This study addressed the research gap concerning the limited empirical evidence on how local wisdom can be integrated into service quality management to achieve sustainable educational quality. The findings confirm that Local Wisdom significantly enhances Service Quality Management ($\beta = 0.732$), which subsequently improves School Image ($\beta = 0.681$) and Teachers' Adversity Quotient ($\beta = 0.594$). Both School Image ($\beta = 0.417$) and Teachers' Adversity Quotient ($\beta = 0.385$) positively contribute to Sustainable Educational Quality, while the model explains 68.7% of its variance ($R^2 = 0.687$), indicating substantial explanatory power. Furthermore, the mediation analysis demonstrates that Service Quality Management functions as the primary mechanism through which local wisdom influences sustainable educational outcomes. An important finding is that the effect of Local Wisdom is largely indirect, operating through organizational and teacher-related factors rather than directly affecting educational quality.

This study contributes theoretically by integrating local wisdom, service quality management, school image, and teachers' adversity quotient into a comprehensive SEM-PLS model, and practically by providing evidence that culturally grounded management strategies can strengthen educational sustainability. However, the study is limited to certified teachers in SDITs within Tangerang City and employs a cross-sectional design, which restricts causal

inference and generalizability. Future research should involve more diverse educational settings, adopt longitudinal approaches, and examine additional variables such as instructional leadership, organizational culture, digital transformation, and teacher engagement to further validate and extend the proposed framework.

Conflict of Interest

The authors declare no conflict of interest.

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